



Brooklands
Primary School

Brooklands Primary School Curriculum Overview

MFL

At Brooklands Primary School, it is our intent that the study of MFL gives children a curiosity for and

Year	Vocabulary	Key Topics	Key Knowledge and skills	Progression
<p>EYFS</p>	<p>adiós goodbye Hola! Hello! buenos días good morning hasta luego see you later buenas tardes good afternoon</p>	<p><i>Greetings</i> Hello How are you? What is your name?</p>	<p>To develop conversational skills that are useful to everyday life in school and in wider settings and to hear and use these structures and the vocabulary on a daily basis outside of daily lessons.</p>	<p><i>This builds on previous knowledge by</i></p>
	<p>Cómo estás? How are you? estoy bien I am well</p>	<p><i>Numbers and ages numbers to 10/20</i> I am How old are you?</p>	<p>Listen attentively to spoken language showing understanding by responding and joining in Engage in conversations asking and answering questions that have been previously been modelled by the teachers</p>	
	<p>Cómo te llamas? What's your name? me llamo my name is Cuántos años tienes? How old are you?</p>	<p><i>Colours</i> All primary colours</p>	<p>Speak in simple sentences using familiar, repeated and practiced vocabulary and structures</p>	
	<p>por favor please de nada you are welcome gracias thank you</p>	<p><i>Stories</i> 10</p>		
	<p>dorado gold rosa pink marrón brown naranja orange purpura purple verde claro light green verde oscuro dark green azul claro light blue azul oscuro dark blue gris gray blanco white negro black verde green amarillo yellow rojo red azul blue</p>	<p><i>Instructions</i> Stand up sit/sit down Come in</p>		

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Y1		<i>Revisit EYFS vocabulary</i> <i>Greetings and routines</i>	To develop conversational skills that are useful to everyday life in school and in wider settings and to hear and use these structures and the vocabulary on a daily basis outside of daily lessons.	<i>This builds on EYFS by incorporating known vocabulary and simple structures enabling the children to confidently continue to use Spanish in everyday classroom life. Children can then begin to develop more complex sentence structures that will again be useful in class.</i>
		<i>Classroom instructional language</i> <i>Can you get your coats/bags/books etc</i> <i>In the cloakroom etc</i>	Listen attentively to spoken language showing understanding by responding and joining in Engage in conversations asking and answering questions that have been previously been modelled by the teachers Speak in simple sentences using familiar, repeated and practiced vocabulary and structures Appreciate stories, songs, rhymes and poems in the language Engage in conversations, ask and answer questions, express opinions and ideas and respond to others seeking clarification help.	
		<i>Where is...</i> <i>Asking where countries and cities are</i> <i>Class room where are the pens/your bags etc</i>		
		<i>Seaside</i> <i>Ordering food and ice cream whilst on holiday</i> <i>Can I have a...please</i> <i>Thank you</i>		
		<i>Developing cultural knowledge of Spain</i> <i>Songs/rhymes stories/</i>		
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Y2	<p><i>Revisit where vocabulary and structures and integrate into classroom life</i></p> <p><i>Look at Spanish festivals throughout the year and make greetings cards in Spanish</i></p>	<p>To develop conversational skills that are useful to everyday life in school and in wider settings and to hear and use these structures and the vocabulary on a daily basis outside of daily lessons.</p> <p>Listen attentively to spoken language showing understanding by responding and joining in Engage in conversations asking and answering questions that have been previously been modelled by the teachers Speak in simple sentences using familiar, repeated and practiced vocabulary and structures Appreciate stories, songs, rhymes and poems in the language Engage in conversations, ask and answer questions, express opinions and ideas and respond to others seeking clarification help. Develop accurate pronunciation and intonation to aid understanding Read carefully and show understanding of words and phrases and simple writing</p>	<p><i>This builds on Y1 by incorporating known vocabulary and structures enabling the children to confidently continue to use Spanish in everyday classroom life, whilst expanding the usefulness of Spanish into other life situations.</i></p> <p><i>Children can then begin use their Spanish in reading and writing opportunities in greetings cards and postcards.</i></p> <p><i>Children will also begin to learn more about the cultural aspects of Spanish life.</i></p>
	<p><i>PE vocabulary and verbs and adverbs</i></p> <p><i>Can you run faster?</i></p> <p><i>Jump high</i></p>		
	<p><i>Holidays</i></p> <p><i>Postcard writing</i></p> <p><i>I am in...</i></p> <p><i>I am eating...</i></p> <p><i>I am enjoying...</i></p>		

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Y3	Bonjour A bientôt Au revoir Comment ca va? Comment t'appelles-tu? Je m'appelle Un, deux, trois, quatre, cinq bleu, blanc, rouge, jaune, noir, vert	<i>A new start</i>	I can pronounce some greetings in French I can ask and answer a question about myself I can introduce myself in French I can say numbers 1-10 I can say some different colours in French I can discover where France is in the world	<p><i>This builds on Y2: the children will use their familiarity with a European language and apply the language skills they have learned. They will apply their knowledge of vocabulary, pronunciation and grammar.</i></p> <p><i>This leads to Y4 by giving the children a knowledge base of basic French vocabulary, grammar and pronunciation. It gives them a grounding in the language that they can build upon in subsequent years.</i></p>
	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche C'est quel jour aujourd'hui? Quel est le date de ton anniversaire? janvier, fevrier, mars, avril, mai, juin, juillet, aout, septembre, octobre, novembre, decembre	<i>The calendar and celebrations</i>	I can say some colours linked to Autumn I can understand commands I can say days of the week in French I can remember days of the week I can understand months of the year I can remember months and learn how Christmas is celebrated	
	un chat, un chien, un poisson, un cheval, un lapin, un mouton, un serpent, un oiseau, une vache, une souris J'aime Mon animal prefere est Quel est ton animal prefere?	<i>Animals I like and don't like</i>	I can understand some animal nouns in French I can ask the question 'What is it?' and say an animal noun as an answer I can tell someone what my favourite animal is I can recognise some plural animal nouns I can listen and join in a story about animals I can use a model to write sentences about animals	
	onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Quel age as tu? J'ai...ans	<i>Carnival and using numbers</i>	I can learn about French traditions I can say and write numbers between 1-15 I can ask and answer 'how old are you?' I can take part in a simple dialogue about myself I can read and write dates in French I can understand and use Easter vocabulary	
	Je voudrais s'il vous plait une pomme, une banane, une peche, une tomate, une carotte, une orange, une poire, un melon, une tranche de pasteque	<i>Fruits and vegetables, the Hungry giant</i>	I can understand and say fruit and vegetable nouns I can count fruit and vegetables I can understand a story about fruit and vegetables I can ask for a fruit or vegetable I can remember fruit and vegetable nouns I can write sentences using a model	

	le pique-nique un jus d'orange un sandwich une salade de l'eau des chips des fruits la plage Il y a ...	<i>Going on a picnic/Aliens in France</i>	I can name and label food items to take on a picnic I can listen to, read and understand a picnic story I can write phrases to build my own picnic story I can understand familiar vocabulary and use the phrase 'I live' I can ask the question 'where do you live?' and understand the answer	
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Y4	la cantine, la salle des profs, le bureau du directeur, la salle de classe, un sac a dos, un crayon, un stylo, un livre, une table, une chaise, une regle, de la colle, des ciseaux, la cantine	<i>Welcome in school</i>	I can ask and answer questions about myself I can recall numbers 1-10 I can say and read numbers 0-20 I can remember days and months I can say and write the names of rooms in school I can say and write nouns for classroom items	<i>This builds on Y3 by: building the children's knowledge of key vocabulary such as nouns and questions, and revising key structures and elements of grammar. The children move to writing short independent sentences.</i> <i>This leads to Y5 by: preparing the children to speak for longer periods of time and orally string sentences together. It lays the foundations for beginning to write longer sentences including both nouns and adjectives.</i>
	le cafe, le cinema, le restaurant, le supermarche, le stade, la boucherie, la boulangerie, la patisserie, la pharmacie, l'ecole Ou est...? Voici...	<i>My town, your town</i>	I can read and understand commands I can say and understand classroom instructions I can say and recognise places in the town I can ask 'where is?' and classify nouns I can identify and name shops in French	
	le papa, le frere, le bebe, le grand-pere, la maman, la soeur, la grand-mere, la famille Qui es-tu? Je suis... le nez, la bouche, la tete, les cheveux, les yeux, les oreilles J'ai...Je suis...	<i>Family tree and faces</i>	I can understand how Epiphany is celebrated in France I can say the nouns of family members I can write personal information about family members I can understand and say parts of the face I can understand simple sentences using numbers and parts of the face I can write simple sentences to describe an alien	
	le pied, les pieds, la jambe, les jambes, le bras, les bras, l'epaule, les epaules, la tete, le genou, les genoux	<i>Face and body parts</i>	I can say nouns for part of the face and body I can understand and respond to face and body part nouns I can name the plural of face and body part nouns I can create an alien and write a simple description	

	<p>Qu'est-ce qu'il y a? Je ne me sens pas bien J'ai mal aux dents/a la tete/au ventre Je me suis casse... la jungle, la girafe, le serpent, le singe, le tigre, l'elephant, le perroquet petit, gros, grand, long, rapide, terrible</p>	<p><i>Feeling unwell/jungle animals</i></p>	<p>I can remember parts of the body and explain why I don't feel well I can take part in role play at the doctors I can understand and name jungle animals I can understand a story and adjectives to describe jungle animals I can write a sentence using a noun, verb and adjective I can write my own story</p>	
	<p>Quel temps fait-il? il y a du soleil/vent/brouillard/des nuages Il fait chaud/froid Il neige/il pleut Je voudrais...une glace au chocolat/au citron/a la fraise/a la vanille</p>	<p><i>The weather/ice creams</i></p>	<p>I can say different weather statements in French I can describe the weather in different seasons I can say simple phrases to give the weather forecast I can understand and name ice cream flavours I can talk about ice creams I like/dislike</p>	
	Year	Vocabulary	Key Topics	Progression
Y5	<p>Je suis heureux/triste/perdu/fatigue/en plein forme Je fais le fou J'ai faim/j'ai soif/j'ai chaud/j'ai froid J'aime/Je n'aime pas/j'adore la lecture, le dessin, les maths, les sciences, le francais, la musique</p>	<p><i>Talking about us/school subjects</i></p>	<p>I can introduce myself with simple sentences I can explain in more detail how I'm feeling I can give some important details about myself and others I can say if I like or dislike a school subject I can give my opinion about school subjects</p>	<p><i>This builds on Y4 by: allowing the children to recap on key nouns, adjectives and key sentence constructions, as well as revise and practice questions and answers. It introduces them to the idea of longer role plays involving more than one person. They begin to write longer sentences and join them together to form longer pieces of writing.</i></p>
	<p>la ville, le parc, le zoo, le musee, le metro, la gare, la piscine, le stade, le cinema Il y a...Ou est... Bienvenue a gauche, a droite, tout droid</p>	<p><i>Time in the city</i></p>	<p>I can understand some facts about a city in France I can ask for a ticket I can give some simple directions around town I can say and write a simple description of the city I can buy an item and ask for the price</p>	<p><i>This leads to Y6 by preparing the children for more complex French vocabulary and the necessity of conjugating verbs in different people and tenses. It gives them a wide variety of vocabulary that they will need for speaking/listening, reading and writing.</i></p>
	<p>une pomme, un oignon, une mangue, un poivron, une pastèque, une banane, une salade, une carotte, une pomme de terre Tu aimes...? J'aime...Je n'aime pas... Quel est ton fruit prefere? Avez-vous...? Oui J'ai C'est combien?</p>	<p><i>Healthy eating - going to market</i></p>	<p>I can recall the names of fruits and vegetables I can talk and write about fruits and vegetables I can ask for the price of a fruit or vegetable I can participate in a simple shopping conversation I can understand and use instructions to make my own recipe</p>	

	un pantalon, un pukk, un short, un sweat, un tee-shirt, un chapeau, une robe, une jupe, une chemise, des chaussures grand, petit, vieux, beau Qu'est ce que tu portes? Je porte...	<i>Clothes</i>	I can understand and name some items of clothing in French I can identify parts of the verb 'porter' I can describe the clothes I'm wearing using colours I can describe the clothes I'm wearing using adjectives I can understand a detailed description	
	Prenom, nom de famille, age, date de naissance, adresse, nationalite Je m'appelle J'habite J'ai...Je suis... la planete, l'espace, le soleil, la lune	<i>Out of this world</i>	I can understand words on an ID card I can ask and answer questions about someone's identity I can describe planets with adjectives I can recall and use familiar vocabulary to understand simple information I can read and understand simple information about planets	
	on peut ca va etre... faire/s'amuser/manger/jouer/nager le sable, un seau, une pelle, la plage, les vagues, un frisbee, un chapeau, des lunettes de soleil	<i>Going to the seaside</i>	I can understand the nouns for items I take to the beach I can recall sentence starters and use them to talk about the seaside I can understand and say persuasive sentences I can create extended sentences I can read and understand facts about the seaside	
	Year	Vocabulary	Key Topics	Progression
Y6	Il est une/deux/trois heures midi/minuit Quelle heure est-il? Je me reveille a/Je me leve a Je m'habille a/Je mange a Je vais a l'ecole a	<i>Revisiting me/telling the time</i>	I can recall phrases to talk about myself I can give a simple description about myself I can remember and use numbers I can understand time phrases I can talk and answer questions about my daily routine	<p><i>This builds on Y5 by: allowing the children to continue revising and practising key vocabulary (including nouns, verbs and adjectives) and giving them further question and answer structures. They develop their vocabulary until they have a wide knowledge of words to use and use verbs confidently. They begin to explore parts of grammar such as prepositions. They also have the opportunity to develop speaking, reading and writing at length.</i></p> <p><i>This leads to Y7 by: preparing the children for more formal language learning. They will have the vocabulary and basic sentences structures to communicate effectively and will be ready to take in new learning about grammar (particularly different tenses, spellings and pronunciations)</i></p>
	la maison la chambre/la cuisine/la salle de bains/la salle a manger/le salon/le garage/le jardin une table/une chaise/une porte/un lit	<i>Homes and houses</i>	I can understand and say some nouns for rooms in the house I can pronounce objects in the house I can use adjectives to describe rooms in the house I can say and write a sequence of sentences I can understand new nouns I can use prepositions to say where things are	

<p>Tu aimes...? J'aime...car... le cricket, le tennis, le foot, le basket, la danse, la gymnastique, le rugby, la natation, le cyclisme, le handball rapide, amusant, difficile, calme, fatiguant, genial, un challenge, nul</p>	<p><i>Playing and enjoying sport</i></p>	<p>I can understand and remember some sport nouns I can talk about sports I like and dislike I can create extended sentences about sports I can identify parts of the verb 'jouer' I can describe sport using simple sentences</p>	
<p>Mon...prefere est... les buches, la grande roue, le manège, le bateau pirate, le toboggan spirale, les tasses le barbe a papa, les frites, la glace, les bonbons, le popcorn</p>	<p><i>Funfair and favourites</i></p>	<p>I can understand funfair ride nouns and say if I like them I can use adjectives I can talk about my favourite things I can learn about a French tradition</p>	
<p>le petit déjeuner un croissant, un pain au chocolat, du pain, un jus d'orange, un café, un chocolat chaud, des fruits, du lait, des céréales, un croque monsieur, un coca, un thé, une salade verte, les plats Mon petit déjeuner préfère est Vous désirez? Voilà! Je voudrais...</p>	<p><i>Cafe culture</i></p>	<p>I can say and write about food and drinks I like I can order cafe foods I can identify and name traditional French foods and drinks I can write a sentence about my favourite breakfast I can create and describe a menu I can take part in a role play</p>	
<p>No new vocabulary</p>	<p><i>Performance time/transition</i></p>	<p>I can read and understand a sketch I can adapt a model and write my own sketch I can take part in a performance I can remember fruit and vegetable nouns I can understand nouns to do with nature</p>	