



Brooklands  
Primary School

# Brooklands Primary School Curriculum Overview

## MFL

“One language sets you in a corridor for life. Two languages open every door along the way” Frank Smith

Ye ar	Vocabulary	Key Topics	Key Knowledge and skills	Progression
EYFS	Explore core language through song. Greetings, colours, birthdays, numbers.	Let’s Sing	To listen and join in	<i>This leads to Y1 by;</i> <ul style="list-style-type: none"><li><i>exploring sounds and words in spanish</i></li><li><i>learning how to greet people</i></li><li><i>Leaning basic numbers and colours</i></li><li><i>Responding to simple commands</i></li></ul>
	Listen and join in with core language. Name, feelings, colours, numbers, commands.	Listen and join in	To listen and join in Listen, join in with commands	
	New language in the context of a familiar story: Family members, face parts, colours, numbers, hot/cold, big/small.	Storytime –Goldilocks	Listen and identify nouns Can count 1,2,3 Can identify colours Can identify face parts Can say words, big/small Can say words, hot/cold	
	Core language with a bear theme. Happy/sad, counting, colours, commands, name, story	Teddy Bears 'Picnic	Can join in with feelings Can join in with 1,2,3,4 Can identify and join in with colours Can listen to Teddy’s names Can listen/respond to 3 commands Can listen respond to familiar numbers, colours, name	
	New language in the context of a familiar story. Name, big/small, animals, numbers, growing a plant, commands	Storytime – Jack and the Beanstalk	I can say “my name is” I can say big and small I can identify and say some animal nouns I can count 1-5 I can listen and identify steps to grow a plant I can listen and respond to commands	
	New vocabulary in the context of going on holiday: Transport, numbers, colours, weather (hot/cold), beach/mountain	Holidays	I can try to say mountain and beach I can try to say it is hot/it is cold I can try to say aeroplane/boat can try to say car/bike I can count from 1 to 5 I can identify 4 colours	

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Y1	Feelings, name, greetings. Numbers 1-10.	Greetings	Say and write a greeting Say name phrase Say how feeling Numbers 1-5 Count on from 6 to 10 Identify and count numbers 6-10	<i>This builds on EYFS;</i> <ul style="list-style-type: none"><li><i>Building up numbers to 10</i></li><li><i>Learning more colour names</i></li><li><i>Learning more complex sentence structures to follow commands and answer questions</i></li></ul> <i>This leads to Y2 by;</i> <ul style="list-style-type: none"><li><i>Building up vocabulary and sentence structure</i></li><li><i>Building up confidence to speak out loud individually</i></li><li><i>Begin to write simple sentences</i></li></ul>
	Explore key vocabulary through games that can be played in the playground. Numbers, sea creatures, days of the week.	Playground Games	Listen and join in with playground game and numbers Listen and understand sea creature nouns Listen and identify days of week Listen and join in with playground game and days of week Listen and join in with clapping game Understand some facts about a target language breakfast	
	Nouns for minibeasts, numbers, colours, story about friendship, the butterfly cycle.	Mini beasts	Can identify minibeasts Attempt to read aloud minibeast nouns Count from 1-10 Identify and name some familiar colours Understand and join in with butterfly cycle rhyme	
	New and familiar language in a dinosaur theme. Nouns for dinosaurs, my name is..., colours, numbers, dinosaur habitats, story.	Dinosaurs	Can identify dinosaurs Can say “my name is ..” Can count 1-10 Can identify familiar colours Can identify and name 3 habitats Can listen to a story	
	Growing a plant story, commands, sequencing. Rhyme about sunshine, joining in, creating own rhyme.	Plant Pot Story	Can listen to and understand a simple story sequence Can listen to and respond to commands Practise and perform a sequence of simple actions Listen to and understand an action rhyme Practise and perform a rhyme	
	Body parts, actions, numbers, colours, healthy biscuit recipe.	Mr Biscuit	Can join in with games about parts of body Can join in with words and actions in a rhyme Can understand numbers between 1 and 10 Can identify and understand familiar colours Can respond to random numbers between 1 and 10 Can recall some body parts	
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Y2	Nouns for farm animals, rhyme, numbers, ‘more than one’ (plural nouns), farm song	At the Farm	Can identify and name farm animals Can copywrite name of a farmyard animal Can listen and join in with a rhyme Can count between 1 and 10 Can name more than one of an animal Can listen to and join in with a song	<i>This builds on Y1 by;</i> <ul style="list-style-type: none"><li><i>Building up an increasing vocabulary</i></li><li><i>Beginning to write and read words and sentences</i></li><li><i>Listening to longer pieces in Spanish and follow stories</i></li><li><i>Playing games independently</i></li></ul>

	Colours, numbers, Autumn Walk story, fruits and vegetables, ‘Giant Pumpkin’ story.	<b>Autumn Walk and Harvest</b>	Can identify and name some colours Count between 1 and 10 Listen and join in with a story Identify and name some fruits and vegetables Identify the characters in a story Listen to and enjoy a story in the target language	<i>This leads to Y3 by;</i> <ul style="list-style-type: none"><li>• <i>Being familiar with sounds and words in different languages</i></li><li>• <i>Having the confidence to try another new language</i></li><li>• <i>Understanding the similarities between different languages</i></li></ul>
	New vocabulary themed around a story about a birthday. Nouns for woodland animals, birthday story, numbers and age, Can listen to a sequence of instructions and say familiar colours birthday gifts, birthday month, instructions.	<b>Birthday Party</b>	Can identify and understand woodland creatures Can listen to a story about a birthday party Can say numbers 1-10 and say how old I am Can understand the names of birthday gifts Can say birthday month	
	New and familiar vocabulary in the context of a puppy. Ask and answer name, favourite things, numbers, commands, what a puppy likes doing/where a puppy likes to go.	<b>Me and my puppy</b>	Can say my name and ask a name Can remember how to count to 10 Can listen and respond to simple physical commands Can say and name a puppy dog’s favourite things Can say and understand the things a puppy likes to do Can say and understand the places a puppy likes to go	
	Colours, rainbow song, weather phrases, weather song.	<b>Over the rainbow</b>	Can listen and respond to colours Can understand and remember colours Can listen to and join in with the rainbow song Can understand some weather phrases Can understand and remember some weather phrases Can listen and join in with a weather song	
	Vocabulary associated with pirates, pirate themed story and board game, numbers, body parts, pirate song.	<b>Pirate Personalities</b>	Identify and say aloud pirate related vocabulary Listen to and join in with a pirate story Play a board game Practise counting from 1-10 in French Identify and name some body parts Listen to and join in with an action song	

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Y3	Bonjour A bientôt Au revoir Comment ça 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, février, mars, avril, mai, juin, juillet, août, 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 pastèque	<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/Allens 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	
Year	Vocabulary	Key Topics	Key Knowledge and skills	Progression
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	<p><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></p> <p><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></p>
	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	

Y5	<p>Qu'est-ce qu'il y a?</p> <p>Je ne me sens pas bien</p> <p>J'ai mal aux dents/a la tete/au ventre</p> <p>Je me suis casse...</p> <p>la jungle, la girafe, le serpent, le singe, le tigre, l'elephant, le perroquet</p> <p>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</p> <p>I can take part in role play at the doctors</p> <p>I can understand and name jungle animals</p> <p>I can understand a story and adjectives to describe jungle animals</p> <p>I can write a sentence using a noun, verb and adjective</p> <p>I can write my own story</p>	
	<p>Quel temps fait-il?</p> <p>il y a du soleil/vent/brouillard/des nuages</p> <p>Il fait chaud/froid</p> <p>Il neige/il pleut</p> <p>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</p> <p>I can describe the weather in different seasons</p> <p>I can say simple phrases to give the weather forecast</p> <p>I can understand and name ice cream flavours</p> <p>I can talk about ice creams I like/dislike</p>	
	<b>Year</b>	<b>Vocabulary</b>	<b>Key Topics</b>	<b>Progression</b>
	<p>Je suis heureux/triste/perdu/fatigue/en plein forme</p> <p>Je fais le fou</p> <p>J'ai faim/j'ai soif/j'ai chaud/j'ai froid</p> <p>J'aime/Je n'aime pas/j'adore</p> <p>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</p> <p>I can explain in more detail how I'm feeling</p> <p>I can give some important details about myself and others</p> <p>I can say if I like or dislike a school subject</p> <p>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><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>la ville, le parc, le zoo, le musee, le metro, la gare, la piscine, le stade, le cinema</p> <p>Il y a...Ou est...</p> <p>Bienvenue</p> <p>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</p> <p>I can ask for a ticket</p> <p>I can give some simple directions around town</p> <p>I can say and write a simple description of the city</p> <p>I can buy an item and ask for the price</p>	
	<p>une pomme, un oignon, une mangue, un poivron, une pastèque, une banane, une salade, une carotte, une pomme de terre</p> <p>Tu aimes...? J'aime...Je n'aime pas...</p> <p>Quel est ton fruit prefere?</p> <p>Avez-vous...? Oui j'ai</p> <p>C'est combien?</p>	<p><i>Healthy eating - going to market</i></p>	<p>I can recall the names of fruits and vegetables</p> <p>I can talk and write about fruits and vegetables</p> <p>I can ask for the price of a fruit or vegetable</p> <p>I can participate in a simple shopping conversation</p> <p>I can understand and use instructions to make my own recipe</p>	

Y6	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...	Clothes	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	Out of this world	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	Going to the seaside	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	
	<b>Year</b>	<b>Vocabulary</b>	<b>Key Topics</b>	<b>Progression</b>
	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	Revisiting me/telling the time	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	Homes and houses	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...</p> <p>le cricket, le tennis, le foot, le basket, la danse, la gymnastique, le rugby, la natation, le cyclisme, le handball</p> <p>rapide, amusant, difficile, calme, fatigant, genial, un challenge, nul</p>	<p><i>Playing and enjoying sport</i></p>	<p>I can understand and remember some sport nouns</p> <p>I can talk about sports I like and dislike</p> <p>I can create extended sentences about sports</p> <p>I can identify parts of the verb 'jouer'</p> <p>I can describe sport using simple sentences</p>	
	<p>Mon...prefere est...</p> <p>les buches, la grande roue, le manège, le bateau pirate, le toboggan spirale, les tasses</p> <p>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</p> <p>I can use adjectives</p> <p>I can talk about my favourite things</p> <p>I can learn about a French tradition</p>	
	<p>le petit déjeuner</p> <p>un croissant, un pain au chocolat, du pain, un jus d'orange, un café, un chocolat chaud, des fruits, du lait, des cereales, un croque monsieur, un coca, un the, une salade verte, les plats</p> <p>Mon petit déjeuner prefere est</p> <p>Vous desirez? Voila! Je voudrais...</p>	<p><i>Cafe culture</i></p>	<p>I can say and write about food and drinks I like</p> <p>I can order cafe foods</p> <p>I can identify and name traditional French foods and drinks</p> <p>I can write a sentence about my favourite breakfast</p> <p>I can create and describe a menu</p> <p>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</p> <p>I can adapt a model and write my own sketch</p> <p>I can take part in a performance</p> <p>I can remember fruit and vegetable nouns</p> <p>I can understand nouns to do with nature</p>	