Rose Hill Primary School
Whole School Overview
Subject: **Modern Foreign Language** (French)

LKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Getting to know you	All about me	Food glorious food	On the move	Where in the world?	Holidays and hobbies?
Cycle B	Family and friends	Our school	Time	All around town	Going shopping	What's the time?

UKS2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Cycle A	Pleased to meet you	That's tasty	School life	Let's go shopping	All in a day	Our precious planet
Cycle B	All about ourselves	Family and friends	Time travelling	Let's visit a French town	This is France	More to explore

MFL National Curriculum Statements

	Cycle A						Cycle B					
LKS2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2
To listen attentively to spoken language and show understanding by joining in and responding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.	✓		✓	✓		✓			✓		✓	✓
To speak in sentences, using familiar vocabulary, phrases and basic language structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To present ideas and information orally to a range of audiences*.				✓			✓		✓	✓		
To read carefully and show understanding of words, phrases and simple writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To appreciate stories, songs, poems and rhymes in the language.	✓	✓	✓					✓				✓
To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.		✓			✓		✓	✓		✓		
To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.					✓	✓		✓			✓	✓
To describe people, places, things and actions orally* and in writing.			✓	✓	✓	✓		✓			✓	

*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.

	Cycle A						Cycle B					
UKS2	A1	A2	Sp1	Sp2	S1	S2	A1	A2	Sp1	Sp2	S1	S2
To listen attentively to spoken language and show understanding by joining in and responding.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*.		✓	✓				✓	✓		✓	✓	✓
To speak in sentences, using familiar vocabulary, phrases and basic language structures.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To present ideas and information orally to a range of audiences*.	✓	✓	✓			✓		✓				
To read carefully and show understanding of words, phrases and simple writing.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
To appreciate stories, songs, poems and rhymes in the language.	✓			✓				✓		✓		✓
To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.	✓			✓		✓		✓	✓		✓	
To write phrases from memory, and adapt these to create new sentences, to express ideas clearly.	✓	✓				✓		✓	✓	✓		✓
To describe people, places, things and actions orally* and in writing.	✓	✓			✓	✓	✓	✓		✓	✓	✓

*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.