

Oxhey wood MFL overview – Salut 2018-19/ 2019-20

Year	Topic	Content	review	Grammar	Assessment
First year 3 / 4					
A1	Core Unit 1	Hello, How are you? What is your name? How old are you? My family My fantastic family	N/A	Question forms Plurals Verbs 1 st person Adjectival agreements	<ul style="list-style-type: none"> • Be able to greet each other confidently, and introduce themselves and their family. • Understand the numbers 1-10 and use them to say how old they are. • Understand and respond to some simple questions and instructions. <ul style="list-style-type: none"> • Recognise some words in their written form and pronounce them accurately.
A2	Core unit 2-3	Days, colours, count to 20, countries, I like..., Parts of the body, count to 31, clothes, months, birthdays	<ul style="list-style-type: none"> • French numbers up to 20 	Masculine/feminine	<ul style="list-style-type: none"> • Recognise the days of the week. • Name a variety of colours. • Understand numbers up to 20, including out of sequence. • Be able to express simple likes and dislikes using the first person. • Recognise a negative sentence when they hear it. • Sing and do the actions to a French song with little help. • Understand several parts of the body when they're

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					<p>spoken.</p> <ul style="list-style-type: none"> • Read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately. • Respond to a simple question by saying what month their birthday is in. • Recognise plural nouns when listening to or reading vocabulary.
SP1	Animals	<ul style="list-style-type: none"> • Farm, pets, what is your dog like? Saying animal vocabulary • Asking about pets • Describing animals using adjectives • Using prepositions <p>Naming animal homes</p>		<ul style="list-style-type: none"> • Describing animals using adjectives • Using prepositions 	<p>By the end of the unit all children will:</p> <p>Be able to respond to questions when given a spoken model to copy.</p> <p>Repeat a simple phrase to say that they don't understand something.</p> <p>Hear a simple sentence and then repeat it orally.</p> <p>Copy down a short, simple sentence.</p> <p>Read a short rhyme with help.</p> <p>Recognise some basic French adjectives such as colours.</p>
SP2	Food	<ul style="list-style-type: none"> • Naming common foods • Expressing likes and dislikes • Saying what they are eating • Naming cutlery • Saying what they would like to have 	<ul style="list-style-type: none"> • Greetings for use in role play • <i>ne... pas</i> • Numbers and colours for some of the activities 	<p>Verb agreements first person</p> <p>Phonics – main sounds</p>	<p>By the end of the unit all children will:</p> <ul style="list-style-type: none"> • Give a full sentence spoken answer to a written question. • Begin to understand how French sounds are represented in writing and audio, and pronounce vocabulary accurately.

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		<ul style="list-style-type: none"> • Understanding cooking instructions 			<ul style="list-style-type: none"> • Ask and answer questions, including asking for and giving opinions. • Say what they would like, using a common verb in the first person. • Be able to prepare and recite a few sentences using vocabulary from the unit. • Write some vocabulary from memory.
SU1	At school	<ul style="list-style-type: none"> • Saying how they travel to school • Naming places in school • Listing the contents of their pencil case • Telling the time • Naming school subjects 	<ul style="list-style-type: none"> • Days of the week • Numbers 1-12 for telling the time • “Il y a...” • Using “voici” to introduce a noun 	<ul style="list-style-type: none"> • Pronounce vocabulary accurately including the definite or indefinite article. • Recognise if nouns are singular or plural based on their article 	<ul style="list-style-type: none"> • Respond to simple questions using sentence models from the lesson. • Confidently use number vocabulary from previous lessons to say what time it is. • Ask simple questions learnt in the unit. • Pronounce vocabulary accurately including the definite or indefinite article. • Write some singular nouns with their article. • Recognise and pronounce correctly words with common French sounds. • Read along with the text of a French story. • Identify specific sounds in a song. <p>Recognise if nouns are singular or</p>

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					plural based on their article.
SU2	Playtime	<ul style="list-style-type: none"> • Basic commands (imperatives) • Saying what's in the playground • How to say a variety of playground games • Using "j'aime" with another verb • Saying what and where they like to play 	<ul style="list-style-type: none"> • "J'aime..." • Using "c'est" • "Qu'est-ce que c'est?" 	<ul style="list-style-type: none"> • Using "j'aime" with another verb • Say and write a few sentences about themselves in the first person from memory. 	<ul style="list-style-type: none"> • Pick out familiar words and phrases from a spoken sentence. • Say and write a few sentences about themselves in the first person from memory. • Prepare and present some basic instructions for a playground game. • Recite some verses of a song from memory. • Use knowledge of French phonics to spell some simple words correctly. • Express opinions using basic sentences. • Follow and understand the majority of a written text when listening to it read aloud.
Second Year 3/ 4					
A1	Core units 1/2/3	As Previous year			
A2	My Home	<ul style="list-style-type: none"> • Saying where they live • Identifying a variety of rooms and types of furniture 	<ul style="list-style-type: none"> • Using "c'est" • Using "il y a" • Colours and numbers 	<p>Be able to give the gender of a noun from its article.</p> <p>Adjective agreements (word order)</p>	<p>By the end of the unit children will:</p> <ul style="list-style-type: none"> • Identify a given sound most times it appears when listening to a song.

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		<ul style="list-style-type: none"> • Saying what there is in the kitchen • Describing their daily routine 			<ul style="list-style-type: none"> • Recognise some familiar words and phrases in a spoken story. • Use numbers and colours in descriptions. • Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. • Respond to a spoken question with a written answer in a full sentence. • Confidently say sentences where the word order differs to English. • Be able to give the gender of a noun from its article.
SP1	My Town	<ul style="list-style-type: none"> • Asking how much something costs and saying prices • Talking about what is in their town • Giving directions • Saying names of shops • Saying the names of items you might buy in a shop 	<ul style="list-style-type: none"> • Numbers • “Il y a...” 	<p>Adjective agreements Reflexive pronouns Masculine and feminine words</p>	<p>TARGET LEARNING OUTCOMES: LISTENING: L1a(ii) SPEAKING: S2f, S2k(i) READING: R2h, R2p WRITING: W2j(ii), W2k(ii) By the end of the unit children will:</p> <ul style="list-style-type: none"> • Understand and be able to give simple directions to town buildings. • Say and write from memory a few sentences about where they live. • Be able to recognise some French prices with minimal aid. • Read part of a story aloud to the class, with some support.

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					<ul style="list-style-type: none"> Play French word games with increasing levels of accuracy, including completing and reordering sentences correctly.
SP2	Describing people	<ul style="list-style-type: none"> Saying colours that are useful for describing hair and eyes Describing physical features Describing a person's personality Saying what they are wearing 	<ul style="list-style-type: none"> <i>"oui"</i> and <i>"non"</i> Basic French colours 	Using <i>"il"</i> and <i>"elle"</i> with <i>"être"</i> and <i>"avoir"</i>	<p>Target Learning Outcomes: LISTENING: L2o, L2p SPEAKING: S2e, S2k(iii), S2m READING: R2o(i), R2o(ii) WRITING: W2h, W2j(i), W2k(iv)</p> <p>By the end of the unit children will:</p> <ul style="list-style-type: none"> Recognise and use singular subject pronouns and the present tense singular forms of some common verbs. Grasp the concept that some sentence structures differ in French. Give short verbal and written descriptions of family and friends, using full sentences from memory and with accurate pronunciation. Use the correct articles with plural nouns when prompted. Write some simple French sentences to give a summary of a character from a story.
SU1	The body	<ul style="list-style-type: none"> Naming parts of the face 	<ul style="list-style-type: none"> Using <i>"c'est"</i> The song <i>"Tête, épaules,</i> 	First person regular verbs agreements	Target Learning Outcomes:

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		<ul style="list-style-type: none"> • Saying basic verbs in the first person • Saying that something hurts • Naming fairy tale characters • Saying traditional fairy tale locations 	<p><i>genoux et pieds</i>” from Core Unit 3</p> <ul style="list-style-type: none"> • Parts of the body 	<p>Use the correct article with some common nouns when speaking and writing.</p> <p>to identify the gender of a noun from its article when listening and reading.</p>	<p>LISTENING: L2l SPEAKING: S2h, S2l, S2n READING: R2l, R2o(i)</p> <p>WRITING: W2l Be able to identify the gender of a noun from its article when listening and reading.</p> <ul style="list-style-type: none"> • Use the correct article with some common nouns when speaking and writing. • Recite a simple French rhyme from memory, with some verbal or visual prompts. • Describe things using simple adjectives. • Frequently recognise and identify different subject pronouns when reading.
SU2	Sport	<ul style="list-style-type: none"> • Talking about the sports they play • Expressing likes • Detailed vocabulary for football and tennis matches • The use of the verb “savoir” 	<ul style="list-style-type: none"> • . “ne... pas” • The meaning of the verb “aimer” 	<ul style="list-style-type: none"> • Identify the gender of a noun in a sentence when listening to it. <p>to write sentences in the first person using common verbs.</p>	<p>Target Learning Outcomes:</p> <p>LISTENING: L2l SPEAKING: S2c, S2k(ii) READING: R2i(i), R2i(ii), R2p</p> <p>WRITING: W2c, W2o(i), W2o(ii)</p> <ul style="list-style-type: none"> • Identify the gender of a noun in a sentence when listening to it. • Say or write a few sentences about sports that they can do or like playing, and ask others about what they like to play.

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					<ul style="list-style-type: none"> • Use a bilingual dictionary to look up the French translations of English words and the meanings of unfamiliar French words. • Follow a model to write sentences in the first person using common verbs. <p>Become increasingly confident in recognising and understanding French sentences with different word orders.</p>
5 A1	On Holiday	<ul style="list-style-type: none"> • More countries • Holiday accommodation • Vocabulary associated with the zoo, beach and theme park 	<ul style="list-style-type: none"> • Countries • Numbers <p>Using “il y a...”</p>	Using the perfect past tense	<p>Target Learning Outcomes:</p> <p>LISTENING: L2a, L3a SPEAKING: S3c, S3d, S3f, S3k(ii), S3p READING: R3b, R3e WRITING: W3j(ii), W3p</p> <ul style="list-style-type: none"> • Recognise and use some basic holiday vocabulary in spoken and written sentences. • Understand and participate in a short conversation about animals at the zoo, responding to questions in full sentences and giving simple opinions, with help. • Be able to prepare and

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					<p>deliver a short talk about a holiday, adapting sentences from the unit that differ from the English sentence structure.</p> <ul style="list-style-type: none"> • Translate French and English words using a bilingual dictionary, with help, and pronounce the unfamiliar words accurately using knowledge of French phonics.
A2	Eating out	<ul style="list-style-type: none"> • Asking for items in a shop or restaurant • Asking how much things cost • Some basic weights • How to order for others in a restaurant 	<ul style="list-style-type: none"> • Numbers • Pronouns “<i>il</i>” and “<i>elle</i>” • “<i>S’il vous plaît</i>” and “<i>merci</i>” 	<p>Use formal language, e.g. the “<i>vous</i>” form, in appropriate situations, e.g. to a restaurant customer.</p> <p>Recognise subject pronouns, and use “<i>il</i>” and “<i>elle</i>” with verbs in speech and writing to form sentences</p>	<p>Target Learning Outcomes: LISTENING: L3a, L3h SPEAKING: S3c, S3d, S3k(i), S3o(i), S4o(i) READING: R2o(i), R3g WRITING: W3j(i), W3k(i), W3o</p> <ul style="list-style-type: none"> • Understand some unfamiliar vocabulary and the main points of a story, including opinions, in its spoken and written versions. • Recognise subject pronouns, and use “<i>il</i>” and “<i>elle</i>” with verbs in speech and writing to form sentences about what someone is having to eat/drink, from memory. • Perform a short role-play,

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					<p>using and adapting sentence structures from the unit.</p> <ul style="list-style-type: none"> • Use formal language, e.g. the “vous” form, in appropriate situations, e.g. to a restaurant customer.
SP1	Hobbies	<ul style="list-style-type: none"> • Naming hobbies • Talking about types of music and giving a variety of opinions • Saying what musical instruments they play • Talking about different types of film 	<ul style="list-style-type: none"> • Using “j’aime” • Making basic negative sentences • Using “c’est...” 	<ul style="list-style-type: none"> • Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit and apply them to nouns with little help. 	<p>Target Learning Outcomes:</p> <p>SPEAKING: S3c, S2k(ii), S3k(i), S3l, S3o(ii) READING: R3g, R3h, R3m WRITING: W2c, W3c, W3j(ii), W3l</p> <ul style="list-style-type: none"> • Express their likes and dislikes, and use “tu” to ask others for their opinion in a short conversation. • Read the unit’s story aloud and recognise and understand some of its key points without reading the English text. • Be able to talk and write about what they and others do or like doing, giving more complex opinions when prompted. • Recognise the difference between “le”/“la” and “un”/“une” in the context of the unit and apply them to nouns with little help.

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					Understand and recognise some irregular plural nouns in French.
SP2	A school Trip	Some common verbs Vocabulary associated with a trip to a museum and the countryside.	Numbers Colours	<ul style="list-style-type: none"> • The perfect past tense • The future tense 	<p>Target Learning Outcomes: LISTENING: L3l(ii) SPEAKING: S3h, S3p, S4c READING: R2p, R3l(ii), R4o(iv) WRITING: W3c</p> <p>Identify the difference between “<i>mon</i>”, “<i>ma</i>” and “<i>mes</i>” in the French story text.</p> <p>Identify and form new sentences, with some help, based on existing knowledge of French sentence structure, e.g. forming negative sentences from positive sentences.</p> <p>Recognise the future tense with little help.</p> <p>Say and write about what they do and don’t like to do in the context of school trips.</p> <p>Join in with the unit’s song, pronouncing all the words clearly and accurately.</p>
SU1	Seasons	<ul style="list-style-type: none"> • The names of seasons • Talking about seasonal activities • Saying the date and when their birthday is • Naming craft materials • Following craft instructions 	<ul style="list-style-type: none"> • “<i>Qu’est-ce que c’est?</i>” • Colours 	<p>Use the pronoun ‘on’</p> <p>Adjective agreements – noun’s gender, number</p>	<p>Target Learning Outcomes: LISTENING: L4a SPEAKING: S3c, S4c, S3p READING: R3g, R4g, R3n, R4o(iii) WRITING: W4n, W3p</p> <ul style="list-style-type: none"> • Understand the meaning of the pronoun “<i>on</i>” in sentences relating to the date. • Respond to questions requiring a more complex opinion, using sentence

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					<p>models from the lesson.</p> <ul style="list-style-type: none"> • Understand a set of French instructions to make a Chinese lantern with little help. • Recognise and use adjectives, understanding that they need to change according to a noun's gender and number. <p>Understand that French sentence structure often differs from in English, and use adjectives that go after the noun in French appropriately and with little help.</p>
SU2	The environment	<ul style="list-style-type: none"> • Saying what the weather is like • Naming garden creatures • Talking about garden activities • Talking about recycling 	<ul style="list-style-type: none"> • Making negative sentences using “<i>ne</i>” and “<i>pas</i>” “<i>Il y a...</i>” 	<ul style="list-style-type: none"> • articles, selecting them according to the gender and number of the noun • Third person singular form of the present tense • Regular plurals when provided with the singular noun, and some irregular plural nouns. 	<p>Target Learning Outcomes: LISTENING: L3l(i) SPEAKING: S4f, S3k(i), S3l, S4l, S3o(i) READING: R3l(i), R3m WRITING: W3k(ii), W4k, W4m, W3p</p> <ul style="list-style-type: none"> • Understand and use articles, selecting them according to the gender and number of the noun, with some accuracy. • Use the third person singular form of the present tense to describe what an animal eats. • Prepare from memory, and present, a short weather report, using

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					<p>sentence structures that differ from English structures, with little help.</p> <ul style="list-style-type: none"> • Write some regular plurals when provided with the singular noun, and recognise some irregular plural nouns.

Year six Spanish

TOPIC	CONTENT	REVIEW	GRAMMAR	ASSESSMENT
!Hola! !Buenos Dias!	Greetings Personal info. Family and pets Likes and dislikes Colours Describing people Numbers Classroom routines	N/A	Numbers 1 – 100 Question forms Dates Plurals Verbs 1 st – 3 rd person Adjectival agreements Using Me gusta...	L – LL grade 1/2 S – LL grade 1/2 R – LL grade 1/2 W – LL grade 1/2
Mi Ciudad	Places in town Directions Descriptions of town Opinions of town Extended writing	Numbers Adjectives & agreements Q & A on where live Me gusta...	A + def. article Ordinal numbers Prepositions Hay..... Adjectival agreements	L – LL grade 2/3 S – LL grade 2/3 R – LL grade 2/3 W – LL grade 3/4
!Que Aproveche!	Buying drinks / snacks Ordering in a restaurant Likes and dislikes Understanding a menu Talking to a waiter "At table" vocab	Opinions Numbers Me gusta..	Imperatives Prices in Euros	L – LL grade 2/3 S – LL grade 2/3 R – LL grade 2 W – LL grade 2

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Stage 1 (Year 3)

Core Units 1 - 3, Animals,
Food, At School

The first stage is aimed at **absolute beginners**. The Core Units introduce basic language like colours and numbers that will be **essential** for the rest of the course. It also has three **simple**, topic-based units to spark children's interest.

Stage 2 (Year 4)

Playtime, My Home, My Town,
Describing People,
The Body, Sport

Stage 2 starts to introduce some more **varied** language and sentence structures, including sentences in the **third person**. But all in contexts that the children will be **familiar with**.

Stage 3 (Year 5)

On Holiday, Eating Out, Hobbies,
A School Trip, Seasons,
The Environment

Stage 3 contains more **complex** vocabulary and sentence structures. Children will learn to use **adjectives** to add detail to their sentences, and talk about their hobbies and holidays.

Stage 4 (Year 6)

Actions, In France, Family,
A Weekend with Friends,
The Future, Jobs

Stage 4 gives children a **taste** of other tenses. Using the **perfect** and **near future** tenses, children will talk about what they've seen and done, and what they're going to do in the future.