



Staniland Academy Modern Foreign Language (MFL) Overview



	Autumn	Spring	Summer
Year 3	Autumn One—Early Language Phonetics (1 & 2) J'Apprends Le Français (I'm learning French) (1–4) Autumn Two Les Animaux	Spring One Les instruments Spring Two Je Peau	Summer One Les fruits Summer Two Les Glaces
Year 4	Autumn One—Intermediate Phonetics (3 & 4) Les saisons Autumn Two Les légumes	Spring One Je me Presente (Presenting Myself) Spring Two La Famille	Summer One En Classe (In the classroom) Summer Two Au salon de thé (At the tea room)
Year 5	Autumn One Phonetics 1 & 2 Aprendo Espanol (1–4) Autumn Two Los Animales	Spring One Los instrumentos Spring Two Se... I know how to...	Summer One La fruta Summer Two Los helados (Ice-cream)
Year 6	Autumn One Phonetics 3 & 4 Las estaciones (early language teaching) Autumn Two verduras	Spring One Me Presento Spring Two Mi familia	Summer One La Clase Summer Two En la cafeteria

Year 3 Term	Autumn	Spring	Summer
Theme N.C PoS	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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.</p>		
Skills to be covered	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Ask and answer simple questions, for example about personal information</p> <p>Recognise some familiar words and phrases in written form.</p> <p>Write some single words from memory.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Repeat sentences heard and make simple adaptations to them.</p> <p>Read some familiar words aloud using mostly accurate pronunciation.</p> <p>Understand that nouns may have different genders and can recognise clues to identify this, such as the difference in articles.</p>	<p>Use mostly accurate pronunciation and speak clearly when addressing an audience. Learn and remember new words encountered in reading.</p> <p>Record descriptive sentences using a word bank .</p> <p>Have basic understanding of the usual order of words in sentences in the target language.</p> <p>Recognise the main word classes e g nouns, adjectives and verbs .</p> <p>Use simple adjectives such as colours and sizes to describe things orally.</p>
Re-sources (Texts/ Visual Re-sources)	Collins Music—Singing French CD 1 and 2 Linguascope Language Angels—Scheme of work	Collins Music—Singing French CD 1 and 2 Linguascope Language Angels—Scheme of work	Collins Music—Singing French CD 1 and 2 Linguascope Language Angels—Scheme of work

Year 4 Term	Autumn	Spring	Summer
Theme N.C PoS	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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.</p>		
Skills to be covered	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings . Ask and answer a range of questions on different topic areas. Write words and short phrases from memory.</p>	<p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. Using familiar sentences as models, make varied adaptations to create new sentences. Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. Use a range of adjectives to describe things in more detail, such as describing someone's appearance. Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Read aloud using accurate pronunciation and present a short-learned piece for performance.</p>	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard. Write descriptive sentences using a model but supplying some words from memory. Recognise questions and negative sentences Recognise a wider range of word classes including pronouns and articles, and use them appropriately. Understand that adjectives may change form according to the noun they relate to, and select the appropriate form . .</p>
Re-sources (Texts/ Visual Re-sources)	Collins Music—Singing French CD 1 and 2 Linguascope Language Angels—Scheme of work	Collins Music—Singing French CD 1 and 2 Linguascope Language Angels—Scheme of work	Collins Music—Singing French CD 1 and 2 Linguascope Language Angels—Scheme of work

Year 5 Term	Autumn	Spring	Summer
Theme N.C PoS	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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.</p>		
Skills to be covered	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings. Ask and answer simple questions, for example about personal information. Begin to use intonation to differentiate between sentence types. Learn a song or poem using the written text for support. Adapt sentences to form negative sentences and begin to form questions.</p>	<p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English. Ask and answer a range of questions on different topic areas. Read aloud and understand a short text containing mostly familiar language, using fairly accurate pronunciation. Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Understand how to make changes to an adjective in order for it to 'agree' with the relevant noun. Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</p>	<p>Identify different ways to spell key sounds and select the correct spelling of a familiar word. Take part in conversations and express simple opinions giving reasons. (Me gusta mi jersey porque es azul – I like my jumper because it is blue). Adapt known complex sentences to reflect a variation in meaning. Read aloud using accurate pronunciation and present a short-learned piece for performance. Write phrases and some simple sentences from memory and write a short text such as an email with support from a word/phrase bank. Use a wide range of adjectives to describe people and things and use different verbs to describe actions. (He ran quickly - El corrió rápidamente). Know how to conjugate some high frequency verbs. Use dictionaries to extend vocabulary on a given topic and develop his/her ability to use different strategies to work out the meaning of unfamiliar words.</p>

Year 6 Term	Autumn	Spring	Summer
Theme N.C PoS	<p>Listen attentively to spoken language and show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. Speak in sentences, using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Present ideas and information orally to a range of audiences. Read carefully and show understanding of words, phrases and simple writing. Appreciate stories, songs, poems and rhymes in the language. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. 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.</p>		
Skills to be covered	<p>Identify different ways to spell key sounds and select the correct spelling of a familiar word.</p> <p>Ask and answer a range of questions on different topic areas.</p> <p>Use pronunciation and intonation effectively to accurately express meaning and engage an audience. Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words.</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions. (He ran quickly - El corrió rápidamente).</p> <p>Have an awareness of similarities and differences in grammar between different languages.</p>	<p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words. Create his/her own sentences using knowledge of basic sentence structure.</p> <p>Adapt sentences to form negative sentences and begin to form questions. Attempt to read a range of texts independently, using different strategies to make meaning. Begin to use some adverbs.</p> <p>Understand how to use some adverbs in sentences.</p>	<p>Gain an overall understanding of a spoken text which includes some familiar language. Engage in longer conversations. asking for clarification when necessary.</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation.</p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic.</p> <p>Know how to conjugate a range of high frequency verbs.</p>
Re-sources (Texts/ Visual Re-sources)	Collins Music—Singing Spanish CD 1 and 2 Linguascope Language Angels—Scheme of work	Collins Music—Singing Spanish CD 1 and 2 Linguascope Language Angels—Scheme of work	Collins Music—Singing Spanish CD 1 and 2 Linguascope Language Angels—Scheme of work