

MFL Overview - Year 3 French

NC Aim	Topic	Term and ideas	Rationale
<ul style="list-style-type: none"> - name and describe people, a place and an object (Speaking) 	Follow Rigolo's sequencing:	Autumn term <u>Bonjour (Hello)</u>	Children start learning simple phrases in order to have short conversations to introduce each other and ask basic questions. Through those questions and answers, children learn the vocabulary of numbers, a variety of objects related to the classroom, musical instruments, body parts, animals and particularly colours, which are used throughout Years 3 and 4 to describe items.
<ul style="list-style-type: none"> - give response using a short phrase (Speaking) 	Bonjour (Hello) Greetings, Introductions, musical instruments, numbers 1 to 10.	<ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner/ group conversation - Teacher q&a - Flash cards (Rigolo) - Written workshhets (Rigolo) - Real instruments 	
<ul style="list-style-type: none"> - have a short conversation, saying 3 to 4 things (Speaking) 	En classe (In class) Classroom objects, colours, classroom instructions.	<u>En classe (In class)</u> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Teacher led q&a - Picture/number cards - Follow teacher's instructions - Written workshhets (Rigolo): 	
<ul style="list-style-type: none"> - read and understand a short passage using familiar language (Reading) 	Mon corps (My body) Body parts, hair and eyes, colours, character descriptions	Spring term <u>Mon corps (My body)</u> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Teacher led q&a and 'Simon says' game - Picture cards - Labeling activities - Colour by number - Partner descriptions - Written workshhets (Rigolo): 	This in turn is built upon in Year 4, consolidating question sentence structure and further reinforcing and enriching descriptive vocabulary and number correspondence.
<ul style="list-style-type: none"> - explain the main points in a short passage (Reading) 			Simple instructions using imperative verbs are taught in Year 3 using the classroom as an initial contest, starting to describe location using positional language. This is followed up in Year 4 with commands and directions
<ul style="list-style-type: none"> - write phrases from memory (Writing) 	Les animaux (Animals) Animals and pets, giving someone's name, numbers 11-20, describing someone	<u>Les animaux (Animals)</u> <ul style="list-style-type: none"> - Partner talk - Listen and repeat from Rigolo - Listen to the name and colour the corresponding animal 	

	<p>La famille (Family) Family members, household items, alphabet, prepositions <i>sur</i> and <i>dans</i></p> <p>Bon anniversaire! (Happy birthday) Recognise and ask for snacks, opinions about food, months, numbers 21- 31.</p>	<ul style="list-style-type: none"> - Picture/number cards - Matching activity - Partner talk/class descriptions - Written workshhets (Rigolo): <p>Summer term <u>La famille (Family)</u></p> <ul style="list-style-type: none"> - Partner talk - Listen and repeat from Rigolo - Teaacher led q&a/ small group - Picture cards - Written workshhets (Rigolo): <p><u>Bon anniversaire! (Happy birthday)</u></p> <ul style="list-style-type: none"> - Partner talk/small group conversation - Listen and repeat from Rigolo - Teaacher led q&a/ small group - Picture cards - Written workshhets (Rigolo) - Short written sentences 	<p>using places in France. Children keep practising asking questions and listening to answers in the context of everyday activities such as shops and eating places. They learn to express opinions on food using the vocabulary taught so far. This will be revisited in Year 4 when food and expressing opinions are refreshed and put into writing. Whilst oral communication is paramount in year 3, children start memorizing sentence structures and vocabulary that they will then use in Year 4 when moving onto writing. Topical vocabulary is also practised in writing as this will become part of full sentence writing in Year 4. Children start reading and understanding texts through shared class reading mainly from the whiteboard, recognising key vocabulary, laying the foundations for more independent reading in Year4.</p>
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MFL Overview - Year 4 French

NC Aim	Topic	Term and ideas	Rationale
<ul style="list-style-type: none"> - give response using a short phrase (Speaking) - 	<p>Follow Rigolo's sequencing:</p> <p>Encore (More - descriptions)</p> <p>Revise ways to describe people, nationalities, using adjectives to describe</p>	<p>Autumn term</p> <p><u>Encore (More - descriptions)</u></p> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Written workshhets (Rigolo) - Short written sentences 	<p>Children build on previously learnt vocabulary from Year 3 to extend the range and length of their questions and answers.</p>
<ul style="list-style-type: none"> - start to speak, using a full sentence (Speaking) - 	<p>Quelle heure est-il? (What's the time?)</p> <p>Leisure activities, telling the time, when you do certain activities</p>	<p><u>Quelle heure est-il? (What's the time?)</u></p> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Matching activities - Written workshhets (Rigolo) 	<p>Telling time is learnt by using number knowledge initially acquired in Year 3, further extending the topic with new topical vocabulary about activities, hobbies and sports.</p>
<ul style="list-style-type: none"> - read a passage independently (Reading) 			<p>Children keep learning counting on, further using these in conversational contexts.</p>
<ul style="list-style-type: none"> - use a bilingual dictionary or glossary to look up new words (Reading) - 	<p>Les fetes (festivities)</p> <p>Talking about festivals and dates, presents, numbers 31-61, giving and understanding commands</p>	<p>Spring term</p> <p><u>Les fetes (festivities)</u></p> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture and number cards - Written workshhets (Rigolo) 	<p>Positional language and the topics of food and opinions, which have been also used in Y3, provide some consolidated vocabulary to use in writing.</p>
<ul style="list-style-type: none"> - write 2-3 short sentences on a familiar topic (Writing) - 	<p>Ou vas-tu? (Where are you going?)</p> <p>Cities in France, giving and understanding basic</p>	<p><u>Ou vas-tu? (Where are you going?)</u></p> <ul style="list-style-type: none"> - Listen and repeat from Rigolo 	<p>Building on instructions learnt in Y 3, children keep practising understanding and giving commands and then directions.</p>
<ul style="list-style-type: none"> - write what they like/dislike about a 			<p>Whilst in Y 3 reading was predominantly a shared</p>

<p>familiar topic (Writing)</p>	<p>directions, weather and places in France</p> <p>On mange (Let's eat) Shopping for food, asking and saying how much something costs, activities at parties, giving opinions about food and various activities.</p> <p>Le cirque (The circus) Talking about francophone countries, languages we speak, identifying items of clothing, clothes and colours.</p>	<ul style="list-style-type: none"> - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Map and Atlas - Written workshhets (Rigolo) <p>Summer term</p> <p><u>On mange (Let's eat)</u></p> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Role play - Written workshhets (Rigolo) <p><u>Le cirque (The circus)</u></p> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Role play - Matching activities/draw and label - Written workshhets (Rigolo) 	<p>class activity, children will start moving onto independent reading introducing the use of bilingual glossaries and dictionaries.</p>
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MFL Overview - Year 5 Spanish

Please note: Year 5 teaching begins with Speekee's KS1 units so that the children have the opportunities to learn the basics of Spanish first, as they have limited prior knowledge. This is the first year that the children have studied Spanish, as they previously studied French in Years 3 and 4.

NC Aim	Topic	Term and ideas	Rationale
<ul style="list-style-type: none"> - name and describe people, a place and an object (Speaking) 	Follow Speekee's sequencing: El parco (The park) Numbers 1-10, greetings, names, how are you?, up and down, counting things, colours	Autumn term <u>El parco (The park)</u> -Listen and repeat - Flash, number cards - Songs/video - Colour by number - Matching activities	Children start learning simple phrases in order to have short conversations to introduce each other and ask basic questions. Through those questions and answers, children learn the vocabulary of numbers, a variety of objects related to the park, home, animals, class, food and particularly colours, which are used throughout Years 5 and 6 to describe items. This in turn is built upon in Year 6, consolidating question sentence structure and further reinforcing and enriching descriptive vocabulary and number correspondence. Simple instructions using imperative verbs are taught in Year 5 using classroom objects as an initial context, starting to describe location using positional language.
<ul style="list-style-type: none"> - give response using a short phrase (Speaking) 	El café (The café) Colours, I like it/I don't like it, orange juice, milk and water, fruit, happy and sad, hot and cold	<u>El café (The café)</u> - Listen and repeat - Flash cards - Songs/video - Partner/class dialogue - Matching activities	
<ul style="list-style-type: none"> - have a short conversation, saying 3 to 4 things (Speaking) 	La casa (The house) Objects, numbers 10-20, big/small, ball games, my family, clothes, days of the week	Spring term <u>La casa (The house)</u> - Listen and repeat - Flash cards - Songs/video - Partner/class dialogue - Matching activities - Role play - Writing short sentences	
<ul style="list-style-type: none"> - read and understand a short passage using familiar language (Reading) 		<u>El zoo (The zoo)</u> - Listen and repeat - Maze game - Songs/video	
<ul style="list-style-type: none"> - explain the main points in a short passage (Reading) 	El zoo (The zoo) Order animals, how many animals, thirsty/hungry, animal names, big/small		

<ul style="list-style-type: none"> - write phrases from memory (Writing) 	<p>En clase (The class) Register, my name is, pens and pencils, the family, you're welcome, on the table</p> <p>El Mercado (The market) Fruit names and colours, revise numbers, how many?, I have...</p>	<ul style="list-style-type: none"> - Partner/class dialogue - Matching activities - Guessing game - Writing short sentences <p>Summer term <u>En clase (The class)</u></p> <ul style="list-style-type: none"> - Listen and repeat - Flash cards - Songs/video - Partner/class dialogue - Teacher lead q&a - Matching activities - Writing short dialogues <p><u>El Mercado (The market)</u></p> <ul style="list-style-type: none"> - Listen and repeat - Flash cards - Songs/video - What's in the bag? - Pass the onion - Matching/labelling activities - Let's see - Role play 	<p>This is followed up in Year 6 with commands and directions. Children keep practising asking questions and listening to answers in the context of everyday activities such as the market and eating places, learning opposites and expressing preferences. They learn to express opinions on food using the vocabulary taught so far. This will be revisited in Year 6 when food and expressing opinions are refreshed and put into writing. Whilst oral communication is paramount in year 5, children start memorizing sentence structures and vocabulary that they will then use in Year 6 when moving onto writing. Topical vocabulary is also practised in writing as this will become part of full sentence writing in Year 6. Children start reading and understanding texts through shared class reading mainly from the whiteboard, recognising key vocabulary, laying the foundations for</p>
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			more independent reading in Year 6.
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MFL Overview - Year 6 Spanish

NC Aim	Topic	Term and ideas	Rationale
<ul style="list-style-type: none"> - give response using a short phrase (Speaking) 	<p>Follow Speekee's sequencing:</p> <p>La estación (the station) Modes of transport, yours/mine, what's the time?, simple directions,</p> <p>La playa (The beach) I want (name objects), weather, ñ and // locations/ prepositions, opposites.</p> <p>El jardín (The garden) Singular/plural, counting, how many, pets and animals, I like (me gusta), rolling the R</p>	<p>Autumn term La estación (the station)</p> <ul style="list-style-type: none"> - Listen and repeat - Use a bilingual glossary - Songs/video - Sound game - Chant/write the dialogue - Matching/labelling activities - Guess what I'm saying - Role play <p><u>La playa (The beach)</u></p> <ul style="list-style-type: none"> - Listen and repeat - Flash cards - Use a bilingual glossary - Songs/video - Flags domino - Chant and write the dialogue - Writing postcards - Writing sentences (me gusta) - Listen and draw - Hide and seek (where are you?) <p>Spring term <u>El jardín (The garden)</u></p> <ul style="list-style-type: none"> - Listen and repeat - Count the animals - Animal word search - Matching/labelling - Pet photos 	<p>Through listening and repeating, children revise sentence structures for asking and answering questions also learnt in Year 5.</p> <p>Telling time is learnt by using number knowledge initially acquired in Year 5, further extending the topic with new topical vocabulary about modes of transport. Children keep learning counting on, further using these in conversational contexts such as telling/asking age, dates and noticing singular and plural nouns.</p> <p>Positional language and the topics of food and opinions, which have been also used in Y5, provide some consolidated vocabulary to use in writing. Expressing preferences, likes and dislikes is also revisited and extended in new context</p>
<ul style="list-style-type: none"> - start to speak, using a full sentence (Speaking) 			
<ul style="list-style-type: none"> - read a passage independently (Reading) 			
<ul style="list-style-type: none"> - use a bilingual dictionary or glossary to look up new words (Reading) 			
<ul style="list-style-type: none"> - write 2-3 short sentences on a familiar topic (Writing) 			

<p>- write what they like/dislike about a familiar topic (Writing)</p>	<p>La fiesta (Party) Age, Feelings, body parts, <i>Tener</i> expression, seasons, revision of colours, animal, opposites.</p> <p>Presentarse (Introductions) Hello/goodbye, greetings, names, age, birthdays</p> <p>Amigos (Friends) Instructions, feelings, greetings, drinks and food</p>	<ul style="list-style-type: none"> - Hopscotch - Mime the activity <p><u>La fiesta (Party)</u></p> <ul style="list-style-type: none"> - Listen and repeat - Worksheets(age) - Songs/video - Partner/class dialogue - A boy/a girl (feelings) - It hurts (feelings/body parts) - dictation - personal profiles - tener expressions worksheets <p>Summer term</p> <p><u>Presentarse (Introductions)</u></p> <ul style="list-style-type: none"> - Listen and repeat - Hola/adios - Teacher q&a - Partner dialogue - Write practsed dialogues - The drill - Birthday cards <p><u>Amigos (Friends)</u></p> <ul style="list-style-type: none"> - Listen and repeat - Ups and down - Smiley faces - Food role play - Between the chairs game - Write location sentences 	<p>such as outdoor activities. Familiar topics between the 2 years are used to practice phrases and sentences, expressing opinions or preferences, locational language, birthday writing cards, ect.</p> <p>Building on instructions learnt in Y 5, children keep practising understanding and giving commands and then simple directions for example using the context of the train station.</p> <p>Whilst in Y5 reading was predominantly a shared class activity, children will start moving onto independent reading introducing the use of bilingual glossaries and dictionaries. Dictionaries are also used independently when learning new topics hence extending vocabulary.</p>
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