

Modern Foreign Languages (MFL) Curriculum

2025-26



Subject Intent

Modern Foreign Languages should be a chance for every child to experience and gain an appreciation of the many languages around the world alongside societal awareness and an opening to other cultures. At Greswold, we want to lay the foundations for learning further languages and empower the children with the opportunity to broaden their horizons either through travel, study, working abroad in the future or simply a genuine curiosity and joy of learning about different places and people. We want our children to gain solid language-learning building blocks in speaking, listening, reading and writing, which in turn will support the development of self-confidence.

Through teaching and learning in fun and engaging ways, we hope to enable pupils to express ideas and thoughts in another language and respond to its speakers, both in speech and in writing. Children will learn to communicate for practical purposes, using their knowledge of phonology, grammatical structures and vocabulary. More importantly, we want to provide them with a thirst, curiosity and enthusiasm for language learning - we will help children learn in an area they may never have experienced or attempted before, creating a great sense of self-esteem and success.

Languages in the Early Years

Whilst there is no specific taught Modern Foreign Languages Learning in EYFS or KS1, celebration of languages and diversity follows the interest of the children as part of 'Understanding the World'. Children are encouraged to explore the cultures of themselves and others through their various learning topics.

The Greswold Linguist

Celebrate difference and open doors to be curious and inclusive.

Develop a curiosity about and a confidence to interact with the people and places in the world around them.

Make links and see similarities between words in different languages

Develop a confidence to communicate in both spoken and written forms without fear of getting it wrong - let's all have a go!

Develop strategies to decode unfamiliar language

The Greswold...

Linguist

Apply new vocabulary and linguistic knowledge of structures across the skills of listening, speaking, reading and writing

Be able to take it in turns speaking to and listening to a partner

Experience the authenticity of festivals and traditions popular in other countries



Subject Outcomes

	Autumn		Spring		Summer	
Y3	J'apprends le français - I can name some countries where French is spoken around the world - I can greet others in French - I can say my name in French and ask others their name - I can count to 10 in French	Les animaux - I can name colours in French - I can recognise, recall and spell 5 different animals. - I can use the verb 'Je suis' to form a sentence with a noun. I can recognise the indefinite article that determines a noun's gender. - I can recognise, recall and spell 5 words relating to Christmas. I can use these words in a Christmas Card design.	Les formes - I know how to recognise the difference between masculine and feminine nouns - I know numbers up to 10 in written and spoken form - I can name some shapes and some animals - I can tell you how many shapes there are and what colour they are. e.g. Il y a un triangle. C'est bleu. I can start to recognise the difference between singular and plural nouns	Les fruits - I can tell you some information about the French Carnaval tradition in Nice. - I can name up to 10 different types of fruit - I can recognise the plural definite article, 'les' - I can use 'J'aime' to say if I like a fruit - I can use 'Je n'aime pas' to say if I do not like a fruit	Je peux - I can name and recognise 5 different hobby activities - I can use 'Je peux' to say what activities I can do - I can use 'Je ne peux pas' to say what activities I can not do. - I might be able to extend my sentences using connectives.	Les glaces - I can recognise, recall and say up to 10 different ice cream flavours. - I can use the structure 'Je voudrais ...' (I would like) to order different types of ice cream. - I can construct and take part in a role play to order ice cream using transactional language. - I can design an ice cream café menu, spelling French words for ice cream flavours correctly.
Evidence of Outcome	Labelled map of France Vocab Poster EOU assessment	Vocab Poster EOU assessment	Vocab poster EOU assessment	EOU assessment	EOU assessment	Transactional Role Play / Ice cream café menu
Y4	Je me présenter - I can count from 1 to 20 - I can tell someone how old I am, using <i>J'ai ... ans</i>. - I can ask someone how old they are - I can tell someone where I live and ask someone where they live - I can tell someone what my nationality is - I can say the words for my family members - I can remember and use the different words for 'my'	La date - recognise, recall and spell the seven days of the week - recognise, recall and spell the 12 months of the year - recognise, recall and spell numbers up to 31 - say and write what the date is today - Say and write the date of my birthday	Les Jeux Olympiques - listen to and identify vocabulary linked to the history of the Olympic Games - read a text and make links to identify vocabulary linked to the history of the Olympic Games - recognise, recall and spell up to 10 different kinds of sports linked to the Olympic Games - Use the conjugated verb 'Je fais' to say which sports you do (or say which sports a given character does).		Au Salon du thé - recognise and spell at least 5 different snacks from the tea room - recognise and spell at least 5 different drinks from the tea room - say what I would like to eat and drink using the structure 'Je voudrais' - remember how to say 'please' and 'thank you' - understand French currency and ask for the bill	
French						

	I might be able to introduce names of family members using 'il s'appelle' or 'elle s'appelle.'			
Evidence of Outcome	All about me Poster EOU Assessment	Class date calendar EOU Assessment	Present information about sports EOU Assessment	Café menu/ Transactional role play
Y5 Spanish	Me presento & La fecha - I can name some countries where Spanish is spoken around the world - I can greet others in Spanish - I can say what my name is, how old I am and where I live. - I can ask questions to find out from others the above information - I can identify and construct the date in Spanish - I can say when my birthday is - I can ask my friends when they have their birthdays	Qui tiempo hace - listen to and identify different types of weather - identify names of different cities in Spain - say what the weather is like in different places - identify the weather in different areas, using north / east / south / west vocab to describe - present the weather in role as a weather presenter	Mi Casa & La Clase - identify vocabulary for types of building and different areas to live in - identify vocabulary to name types of room in a house - construct sentences to say what rooms you have and do not have in your house - identify vocabulary for naming classroom objects - use verb and negation of verb to say what items you have and do not have	
Evidence of Outcome	Labelled map of Spain/ All about me poster		Present information about weather - speaking	Present information about your house and school - writing
Y6 Spanish	Habitats (Intermediate) - I can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest Amazon focus - I can identify an important environmental issue. - I can locate most countries in South America using an atlas. - I can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. - I am able to identify physical and human features of the Amazon and describe the impact of human influence. - To investigate how life in the Amazon is changing and explore whether it can be protected. - The child can use digital maps to investigate features of an area. - I can explain some ways biomes are valuable, why they are under threat and how they can be protected. - I can collect data on a field trip. - I can present and interpret data.	En le cafeteria (Intermediate) - recognise and spell at least 5 different snacks from the tea room - recognise and spell at least 5 different drinks from the tea room - say what I would like to eat and drink using the structure 'I would like' in Spanish - remember how to say 'please' and 'thank you' - understand French currency and ask for the bill	La Segunda Guerra Mundial (Progressive) - decode and breakdown longer texts in the foreign language through a variety of literacy decoding techniques including the use of word cards and word ordering strategies. - recognise, recall and spell the key countries involved in World War II in the foreign language, as well as the languages spoken in these countries. - Use 'I can see' to name vocabulary relating to WWII.	
Evidence of Outcome				

Subject Long Term Plan

Modern Foreign Languages & Community Languages (Cultural capital / immersive opportunity)						
	Autumn		Spring		Summer	
Year 3 French Early Language Units	<i>Les Salutations</i> - in French & in <i>class</i> <i>community languages</i> Which countries speak French?	<i>Les animaux</i> Name animals from around the world / in other languages <i>Joyeux Noel</i>	<i>La Fête de Rois</i> Discuss traditions celebrated over holidays. What can you see? <i>Les couleurs / Les formes / Les nombres</i> Share knowledge in other languages.	<i>Les fruits</i> Share knowledge in other languages.	<i>Je peux</i> Share knowledge in other languages.	<i>Les glaces</i> Share knowledge in other languages.
Year 4 French Intermediate Teaching Units	<i>Je me présente</i> <i>Ma famille</i>	<i>La date</i>	<i>Les Jeux Olympiques</i>		<i>Au Salon de Thé</i>	
Year 5 Spanish	<i>Me presento</i> <i>La fecha</i>		<i>Qui tiempo hace?</i>		<i>Mi Casa</i>	<i>La Clase</i>
Yr 6 Spanish	<i>Habitats</i>		<i>En la cafeteria</i> <i>inc immersion day</i>		<i>La Segunda Guerra Mondaiyal</i> (WW2)	

Subject Progression

		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
French	YEAR 3 EARLY LANGUAGE UNITS NC links and progression	<i>Les Salutations et Les Animaux</i> Explore the pattern and sound of language through song - (Greetings song with lyrics, lesson 2). Allude to letters there in written form that are not pronounced - e.g. 'plus tard' Listen attentively to spoken language and show understanding by joining in - responding in class or selecting response from multiple choice. Appreciate song, poems & rhymes in the language. Develop <i>accurate pronunciation</i> to <i>name</i> countries in the world where French is spoken and name some famous French people and landmarks. Engage in conversation to greet others in French using repetition of <i>basic set phrases</i>. <i>ask & answer questions</i> to exchange greetings & name. Read carefully and show understanding of words - greetings and animals vocabulary Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material. e.g. Copy French words <i>accurately</i> to label a map of cities in France. (Slide 24 resource)		<i>Les formes et les fruits</i> Explore the pattern and sound of language through song - <i>Quelle est la forme?</i> Listen attentively to spoken language and show understanding by joining in Understand spoken language from a variety of authentic sources (YouTube) Speak with increasing confidence to pronounce names of shapes correctly. Speak in sentences using familiar vocabulary and basic language structure of 'C'est + noun.' Apply existing vocabulary knowledge to build longer sentences - e.g. describe the colour of the shape. Speak in sentences using familiar vocabulary and basic language structure of 'J'aime + noun' or 'Je n'aime pas + noun' Engage in conversation - conduct a class survey - Ask & answer the question 'Tu aimes les ...?' Express opinion about types of fruit you like. Read carefully and show understanding of words - match fruit words to pictures. Read carefully and show understanding of phrases that convey opinions of others. Write numbers in words from memory Write phrases to express how many shapes there are and use colour adjectives to describe them. C'est un carré. C'est bleu. Il y a deux cercles et trois lignes. Write fruit vocab in words from memory Write phrases to express if you like or dislike a particular type of fruit.		<i>Je peux & Les glaces</i> Understand spoken language from a variety of authentic sources (Language Angels listening activities) Speak with increasing confidence to pronounce names of hobbies correctly. Speak in sentences using familiar vocabulary and basic language structure of 'Je peux + noun' or 'Je ne peux pas + noun' Speak with increasing confidence to pronounce names of ice cream flavours correctly. Speak in sentences using familiar vocabulary and basic language structure of 'Je voudrais + ice cream flavour' Engage in conversation, using transactional language to order an ice cream. Develop accurate pronunciation and intonation when speaking French in 'role play' Read carefully and show understanding of words - match hobby words to pictures. Read carefully - show understanding of phrases - put words into the correct order. (Lesson 5 Slides 24-25) Read carefully to show understanding of simple writing - Lesson 5, Reading Hard Write hobbies vocab in words from memory Write phrases to express if you can or cannot do a particular hobby Write at varying length - present an 'All about me' poster - template of body - pictures of hobbies / activities in the middle with sentences to describe. Describe things' - produce ice cream café menu	
	YEAR 4	<i>Je me Présente & La date</i> explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - use YouTube Cocomelon & L.A.		<i>Les Jeux Olympiques</i> understand and respond to written language from a variety of authentic sources; discover and develop an appreciation of a range of writing in the language studied.		<i>Au Salon du Thé</i> Understand spoken language from a variety of authentic sources (Language Angels listening activities)	

Spanish	INTERMEDIATE LEARNING UNITS	<i>Listen attentively</i> to spoken language and show understanding by joining in - responding in class or selecting response from multiple choice. Engage in conversation - <i>ask and answer questions</i>; respond to others. Speak in sentences using <i>familiar vocabulary, basic phrases and language structures</i>. <i>Present information orally to a partner</i> <i>Write phrases</i> from memory Learn conjugations of high frequency verbs <i>broaden their vocabulary</i> and develop their ability to understand new words that are introduced into familiar written material, <i>develop accurate pronunciation and intonation</i> so that others understand	Develop accurate pronunciation and intonation so that others understand when they are <i>reading aloud</i> Read carefully and show understanding of <i>simple writing</i> <i>Conjugate high frequency verbs</i> <i>Appreciate stories in the language</i> (	engage in conversations; ask and answer questions; express opinions and respond to those of others; write phrases from memory, and adapt these to create new sentences, to express ideas clearly Build sentences Speak in sentences Broaden vocabulary Describe things - produce Salon de Thé café menu Engage in transactional language to pretend to order food in a café
	YEAR 5	Me Presento & La Fecha (The Date) <i>*slight link to planets and how we have day and night</i> Speak set phrases and basic sentences <i>Express ideas clearly</i> <i>listen attentively</i> to spoken language and show understanding by joining in and responding <i>explore the patterns</i> and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Qui tiempo hase? (weather) <i>*slight links to types of houses/local study in Victorian times</i> describe people, places, things and actions orally* and in writing Find ways of communication what they want to say Express ideas clearly	Mi Casa & La Clase describe people, places, things and actions orally* and in writing
	Year 6	Habitats <i>Science links</i> describe people, places, things and actions orally* and in writing	En le cafeteria understand basic grammar appropriate to the language being studied/ Dictionary skills Speak in sentences Respond spontaneously - Find ways of communication what they want to say Express ideas clearly	WW2 unit links <i>History links</i> describe people, places, things and actions orally* and in writing understand basic grammar appropriate to the language being studied/ Dictionary skills