



MFL Whole School Overview

| Unit | | Substantive Knowledge | | |
|------|-----------------------|--|---|---|
| EFYS | About me | 1.1 Me | 1.2 Greetings | 1.3 Numbers to 5 |
| | | Hello My name is Girl boy | Hello Good afternoon Goodbye How are you | One Two Three Four Five |
| | | 1.4 How old are you? | 1.5 Family Members | 1.6 Family Members |
| | | I am.... Child Adult birthday | Mother Father Brother Sister | Grandmother Grandfather Pet family |
| | Where I live | 2.1 Where I live | 2.2 My House | 2.3 Kitchen |
| | | Town City Big small | Bedroom Bathroom Kitchen Garden | To eat food drink snack |
| | | 2.4 Kitchen | 2.5 Lounge | 2.6 Bedroom |
| | | Breakfast Lunch Dinner | Television Table Chair video | Bed Sleep Blanket book |
| | How I look | 3.1 body parts | 3.2 body parts | 3.3 Face |
| | | Head Neck Shoulders Arms | Legs Feet Face back | Eyes Nose Mouth Ears |
| | | 3.4 Face | 3.5 Describing | 3.6 Describing |
| | | Chin Hair Lips Teeth | I have You have I am You are | Tall Short Long curly |
| | Food and Drink | 4.1 Food and drink | 4.2 Meals | 4.3 Talking about food |



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|------------------------|--|---|---|--|
| | | Fruit Vegetable Sandwich Juice | meal Breakfast Lunch Dinner | Hungry Thirsty I like.... I don't like... |
| | | 4.4 vegetables | 4.5 Fruits | 4.6 Buying |
| | | Peas Carrots Potato Broccoli | Apple Orange Banana strawberry | Buy Shop Please Thank you |
| Going to School | | 5.1 Morning Routine | 5.2 Getting to School | 5.3 Transport |
| | | Wake up Brush my teeth Have a shower Get dressed | Walk Bus Car bike | Train Aeroplane Road Path |
| | | 5.4 School Day | 5.5 classroom | |
| | | Maths English Art Break | Teacher Board Pencil chairs | |
| Going to work | | 6.1 Jobs | 6.2 Places of work | 6.3 Money |
| | | Doctor Builder Ched Mechanic | Office Hospital Hotel Garage | Bank Money Spend Save |
| | | 6.4 Spending | 6.5 Numbers to 10 | 6.6 Time |
| | | Buy Toys Clothes Games | Six Seven Eight Nine Ten | Morning Afternoon Night Time |



Substantive Language

Years 1-6

About me

| 1.1 Me | 1.2 Greetings | 1.3 Numbers 1-10 |
|----------------------|--------------------|------------------|
| Hello | Hello | one |
| My name is | Good afternoon | two |
| What's your name? | How are you? | three |
| I am a boy | I am fine | four |
| I am a girl | I am ok | five |
| I am tall | I am very well | six |
| I am short | handshake | seven |
| I am happy | wave | eight |
| I am seven years old | Goodbye | nine |
| Goodbye | See you soon | ten |
| 1.4 How old are you? | 1.5 Family members | 1.6 Languages |
| birthday | mother | I am |
| age | father | I speak |
| year | sister | English |
| day | brother | French |
| month | grandmother | German |
| child | grandfather | Spanish |
| young | family | Italian |
| How old are you? | pet | Dutch |
| I am seven years old | to have | Swedish |
| And you? | I have a brother | Russian |



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| Where I live | 3.1 Where I live 1 | 3.2 Where I live 2 | 3.3 My house |
| | I live in | I live in a town | bedroom |
| | England | I live in a city | bathroom |
| | France | I live in a village | kitchen |
| | Germany | I live in the countryside | lounge |
| | Spain | I live near the sea | dining room |
| | Turkey | It is big | playroom |
| | The Netherlands | It is small | garden |
| | Indonesia | It is interesting | I live in a house |
| | America | I like living here | I live in an apartment |
| | Australia | I do not like living here | There are five rooms |
| | 3.4 In the kitchen | 3.5 In the lounge | 3.6 In my bedroom |
| | to eat | television | bed |
| | breakfast | video | pillow |
| | lunch | table | blanket |
| | dinner | chairs | wardrobe |
| | food | armchair | desk |
| | drink | sofa | bookcase |
| | snack | I watch television | computer |
| | I eat breakfast in the kitchen | I watch cartoons | television |
| I eat lunch in the kitchen | I watch a film | toybox | |
| I eat dinner in the kitchen | I do my homework | In my bedroom there is a | |
| How I look | 4.1 Body parts | 4.2 My face | 4.3 Describing myself |
| | head | face | I am tall |
| | neck | eyes | I am short |
| | shoulders | ears | I have big feet |
| | arms | nose | I have a small nose |
| | hands | cheeks | I have curly hair |
| | stomach | mouth | I have straight hair |
| | back | chin | I have blonde hair |
| | bottom | hair | I have long hair |
| | legs | lips | I have short hair |
| | feet | teeth | I wear glasses |



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| | | 4.4 Describing other people | 4.5 More body parts | 4.6 Days of the week |
| | | You have | wrist | Monday |
| | | She has | finger | Tuesday |
| | | He has | finger nail | Wednesday |
| | | You are | thighs | Thursday |
| | | She is | knee | Friday |
| | | He is | ankle | Saturday |
| | | my | toes | Sunday |
| | | your | toenail | today |
| | | his | throat | tomorrow |
| | | hers | chest | yesterday |
| | Food and Drink | 6.1 Food and drink | 6.2 Meals | 6.3 Talking about food and drink |
| | | cereal | breakfast | I'm hungry |
| | | fruit | lunch | I'm thirsty |
| sandwich | | dinner | I'm full | |
| meat | | meal | I am a vegetarian | |
| vegetables | | snack | My favourite food is | |
| water | | I like cereal for breakfast | My least favourite food is | |
| milk | | I like fruit for lunch | I do not like carrots | |
| tea | | I like vegetables for dinner | I hate peas | |
| coffee | | I drink | I love apples | |
| juice | I eat | I like sandwiches | | |



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| | 6.4 Vegetables | 6.5 Fruits | 6.6 Buying groceries |
| | vegetables | fruits | groceries |
| | potato | apple | shopping |
| | cabbage | orange | market |
| | garlic | papaya | supermarket |
| | carrot | banana | to buy |
| | peas | grapes | money |
| | mushroom | pineapple | please |
| | broccoli | strawberry | thank you |
| | sweetcorn | lemon | I would like |
| onion | lime | How much is? | |
| Going to School | 7.1 Morning routine | 7.2 Getting to school | 7.3 Other forms of transport |
| | I get up | I go on foot | coach |
| | I brush my teeth | I go by car | motorbike |
| | I brush my hair | I catch the bus | train |
| | I have a shower | My school is | aeroplane |
| | I get dressed | near | bicycle |
| | I eat breakfast | far | to travel |
| | I pack my bag | around the corner | to go |
| | I walk to school | down the road | road |
| | I see my friends | in town | street |
| I go to my classroom | two kilometres away | path | |



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| Going to work | 7.4 My school day | 7.5 In the classroom | 7.6 Opinions about school |
| | to learn | classroom | to prefer |
| | maths | teacher | to like |
| | English | board | boring |
| | science | pen | interesting |
| | history | pencil | because |
| | geography | books | I like maths lessons |
| | art | paper | I do not like science |
| | break time | tables | I prefer history |
| | lunch time | chairs | Break time is fun |
| | I like learning | computer | My favourite lesson is |
| | 8.1 Jobs and professions | 8.2 Where people work | 8.3 Earning money |
| | to work | office | to earn money |
| | job | school | to save |
| | shop assistant | shop | salary |
| | mechanic | hospital | weekly |
| | doctor | building site | monthly |
| | hairdresser | petrol station | bank |
| | builder | restaurant | pocket money |
| chef | hotel | I go to work | |
| manager | garage | I earn money | |
| He is a | She works in a | I earn \$10 per week | |
| 8.4 Spending money | 8.5 Numbers 21 - 30 | 8.6 Telling the time | |
| to spend | twenty-one | It is 10am | |
| to buy | twenty-two | It is 9am | |
| toys | twenty-three | It is 7pm | |
| books | twenty-four | In the morning | |
| comics | twenty-five | In the afternoon | |
| clothes | twenty-six | At lunchtime | |
| computer games | twenty-seven | At bedtime | |
| sweets | twenty-eight | I wake up at 6am | |
| I like to buy | twenty-nine | I go to bed at 8pm | |
| I spend money on | thirty | I go to sleep at 9pm | |



| Disciplinary Knowledge | | |
|------------------------|--|--|
| | Speaking and Listening | Reading and Writing |
| Year 1 | <p>Listen and respond to simple greetings and instructions (e.g. "hello", "sit down").</p> <p>Join in with songs, rhymes, and chants, copying sounds and actions.</p> <p>Repeat single words and short phrases with support (e.g. colours, numbers).</p> <p>Use basic greetings and responses (e.g. "hello", "goodbye", "thank you").</p> <p>Respond to simple questions with one-word or gesture answers (e.g. "yes/no").</p> <p>Participate in group speaking activities, such as echo games or call-and-response.</p> | |
| Year 2 | <p>Listen attentively to short spoken phrases and show understanding through actions.</p> <p>Repeat and recall familiar words and phrases with increasing accuracy.</p> <p>Ask and answer simple questions using modelled language (e.g. "What's your name?").</p> <p>Use short memorised phrases in context (e.g. "My name is...", "I like...").</p> <p>Pronounce familiar words clearly, imitating rhythm and intonation.</p> <p>Take part in simple role plays or dialogues using rehearsed language</p> | |
| Year 3 | <p>Listen attentively to familiar words and phrases.</p> <p>Join in with songs and rhymes to explore sounds.</p> <p>Use basic greetings and responses in conversation.</p> <p>Speak in short sentences using familiar vocabulary.</p> <p>Repeat words with developing pronunciation.</p> <p>Respond to simple questions and instructions.</p> | <p>Read and understand familiar words and phrases.</p> <p>Match written words to pictures or meanings.</p> <p>Copy words and phrases accurately.</p> <p>Write simple sentences using word banks.</p> <p>Begin to use punctuation correctly.</p> <p>Use phonics to decode unfamiliar words.</p> |



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| Year 4 | <p>Understand and respond to short spoken passages. Ask and answer questions using memorised phrases. Express simple opinions (e.g. likes/dislikes). Use familiar sentence structures in speech. Improve pronunciation and intonation through repetition. Present short rehearsed ideas orally.</p> | <p>Read short texts and identify key vocabulary. Use a bilingual dictionary with support. Write short sentences from memory. Use adjectives and conjunctions in writing. Apply basic grammar rules (e.g. gender, plurals). Edit and improve short written texts.</p> |
| Year 5 | <p>Listen for specific information in spoken language. Engage in short conversations with increasing fluency. Seek clarification and help when needed. Use a wider range of vocabulary and expressions. Present ideas clearly to a small audience. Begin to adapt speech for different contexts</p> | <p>Read and understand a variety of short texts. Infer meaning from context and familiar structures. Write short paragraphs on familiar topics. Use present and past tense verbs correctly. Write for different purposes (e.g. diary, letter). Use a dictionary to support writing.</p> |
| Year 6 | <p>Understand longer spoken passages and respond appropriately. Initiate and sustain conversations on familiar topics. Express and justify opinions confidently. Use accurate pronunciation and intonation. Present structured ideas to a wider audience. Reflect on and improve spoken performance.</p> | <p>Read longer texts and interpret meaning beyond the literal. Analyse language features and structure. Write extended texts with coherence and accuracy. Apply grammar rules consistently. Write creatively and imaginatively. Proofread and revise writing independently.</p> |

KS3 Curriculum

| Speaking and Listening | Reading and Writing |
|--|---|
| <p>Understand and respond to spoken language from a variety of authentic sources being able to listen to different types of spoken input (e.g. conversations, announcements, stories) and extract key information or respond appropriately. Initiate and develop conversations with increasing fluency and spontaneity engaging in dialogues, ask and answer questions, and sustain conversations using a range of vocabulary and structures. Express and develop ideas clearly and accurately in speech articulating opinions, describe events, and explain ideas using appropriate grammatical structures.</p> | <p>Read and comprehend original and adapted materials from a range of sources. Translate short written texts accurately into English and the target language. Write at varying length for different purposes and audiences. Use a wide range of grammatical structures and vocabulary in writing. Develop creative expression through reading literary texts (e.g. stories, poems). Apply accurate grammar, spelling, and punctuation in written work.</p> |



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Use accurate pronunciation and intonation to be understood by others refining their pronunciation and intonation through practice and feedback, aiming for clarity and natural rhythm.
Use formal and informal registers appropriately in spoken interactions understanding when to use formal vs informal language, adapting tone and style to suit different audiences and contexts.