

MFL Long Term Overview - 2026-2027

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	-Greetings and how are you -My name is -Numbers to 10	-Age /How old are you?	- Family - Colours	-Days of the week -Months of the year - Classroom Instructions	-Body parts	- Adjectives - Describe a monster (culmination of previous learning)
National Curriculum Objectives	-Listen attentively to spoken language and show understanding by joining in and responding. -Appreciate stories, songs, poems and rhymes in the language -Engage in conversations. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.		-Express opinions. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -Listen attentively to spoken language and show understanding by joining in and responding.		-Describe people, places, things and actions orally and in writing. -Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. -Understand basic grammar appropriate to the language being studied, including: 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. -Present ideas and information orally to a range of audiences. -Read carefully and show understanding of words, phrases and simple writing	

Year 4	- Revise previous learning - greetings, family, colours, hobbies, body parts. Animals - pets, expressing 'I have' - Farm/zoo, expressing 'I like'. - Numbers to 30s	Classroom instructions At the market - fruits and vegetables - Expressing 'I would like'	Shopping - clothing items - Expressing 'I need' - Revising numbers and cost.	Weather - Describing weather. - To use 'today' to express the weather. - Seasons	At the market - revise previous learning - Learn more foods - meat, fish, bread etc. - Explaining how much somethings cost.	Expressing likes/ dislikes - express like and dislikes for food, clothing, colours. Linking seasons with weather, clothing & food, e.g. In winter, I need a scarf and hat. I eat soup and drink hot chocolate.
National Curriculum Objectives	-Read carefully and show understanding of words, phrases and simple writing. -Listen attentively to spoken language and show understanding by joining in and responding. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words -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. -Appreciate stories, songs, poems and rhymes in the language -Describe people, places, things and actions orally and in writing.		-Listen attentively to spoken language and show understanding by joining in and responding. -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. -Read carefully and show understanding of words, phrases and simple writing -Appreciate stories, songs, poems and rhymes in the language -Describe people, places, things and actions orally and in writing. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. -Understand basic grammar appropriate to the language being studied, including: 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.		-Listen attentively to spoken language and show understanding by joining in and responding. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -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 -Describe people, places, things and actions orally and in writing. -Understand basic grammar appropriate to the language being studied, including: 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.	

Year 5	At the cafe: - food/ drinks (revise from previous learning and include drinks) - Ordering food - Revise asking for a price. - Conversation between waiter/ waitress.	In the home: - Home type: house - Rooms: bedroom, bathroom, kitchen, lounge - Prepositions: under, on, behind, near to, next to. - Describing item location. - Describing their home. - Using 'J'habite' and describing their location.	In the classroom - Classroom objects - Prepositions on, behind, next to, opposite, in front of, between. - Describing the classroom.	At School - - Subjects studied at school - Revise "J'aime" and "Je préfère"	Time & Hobbies - telling the time to the hour and half past the hour. - Hobbies - Weekend timetable of activities.	During the week: - Describe a typical , including time spent at school and activities out of school and at the weekend. - Revise food and include in their description; what they might eat during the week.
National Curriculum Objectives	-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. -Read carefully and show understanding of words, phrases and simple writing. -Describe people, places, things and actions orally and in writing. -Understand basic grammar appropriate to the language being studied, including: 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.		-Listen attentively to spoken language and show understanding by joining in and responding. -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. -Read carefully and show understanding of words, phrases and simple writing -Describe people, places, things and actions orally and in writing. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. -Understand basic grammar appropriate to the language being studied, including: 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.		-Listen attentively to spoken language and show understanding by joining in and responding. -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. -Present ideas and information orally to a range of audiences. -Read carefully and show understanding of words, phrases and simple writing -Describe people, places, things and actions orally and in writing. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand basic grammar appropriate to the language being studied, including: 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.	

Year 6	Dans ma Ville: - Town buildings - Travelling by train - Prepositions - next to, behind, in front of, near, between	Directions: - Right and left - Giving directions - Describing location - Verb 'to turn'.	People & jobs: - Vocab for different professions. - Revise descriptions of what people look like. - Revise town buildings (in relation to jobs)	People & jobs: - Describe a person's appearance and personality/ life, likes/ dislikes, profession, hobbies, bringing together elements of previous learning.	Tourism: - Booking accommodation and tickets. - Tourist attractions and activities - At the airport	In the summer: - create their own ideal holiday. - describe hotel and activities.
National Curriculum Objectives	-Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language 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. -Read carefully and show understanding of words, phrases and simple writing -Describe people, places, things and actions orally and in writing. -Understand basic grammar appropriate to the language being studied, including: 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.		-Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language 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. -Read carefully and show understanding of words, phrases and simple writing -Describe people, places, things and actions orally and in writing. -Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material. -Understand basic grammar appropriate to the language being studied, including: 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.		-Listen attentively to spoken language and show understanding by joining in and responding. -Explore the patterns and sounds of language 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 -Describe people, places, things and actions orally and in writing. -Write phrases from memory, and adapt these to create new sentences, to express ideas clearly. -Understand basic grammar appropriate to the language being studied, including: 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.	

Progression in Key **Substantive Knowledge** and Disciplinary Skills - Retrieval Practice/Spaced learning

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	-Greetings and how are you -My name is -Numbers to 10	-Age /How old are you?	- Family - Colours	-Days of the week -Months of the year Classroom Instructions	-Body parts	Adjectives Describe a monster (culmination of previous learning)
Year 4	- Revise previous learning - greetings, family, colours, hobbies, body parts. Animals - pets, expressing 'I have' - Farm/zoo, expressing 'I like'. - Numbers to 30s	Classroom instructions At the market - fruits and vegetables - Expressing 'I would like'	Shopping - clothing items - Expressing 'I need' - Revising numbers and cost.	Weather - Describing weather. - To use 'today' to express the weather. - Seasons	At the market - revise previous learning - Learn more foods - meat, fish, bread etc. - Explaining how much somethings cost.	Expressing likes/ dislikes - express like and dislikes for food, clothing, colours. Linking seasons with weather, clothing & food, e.g. In winter, I need a scarf and hat. I eat soup and drink hot chocolate.
Year 5	At the cafe: - food/ drinks (revise from previous learning and include drinks) - Ordering food - Revise asking for a price. - Conversation between waiter/ waitress.	In the home: - Home type: house - Rooms: bedroom, bathroom, kitchen, lounge - Prepositions: under, on, behind, near to, next to. - Describing item location. - Describing their home. - Using 'J'habite' and describing their location.	In the classroom - Classroom objects - Prepositions on, behind, next to, opposite, in front of, between. - Describing the classroom.	At School - - Subjects studied at school - Revise "J'aime" and "Je préfère"	Time & Hobbies - telling the time to the hour and half past the hour. - Hobbies - Weekend timetable of activities.	During the week: - Describe a typical , including time spent at school and activities out of school and at the weekend. - Revise food and include in their description; what they might eat during the week.

Year 6	Dans ma Ville: - Town buildings - Travelling by train - Prepositions - next to, behind, in front of, near, between	Directions: - Right and left - Giving directions - Describing location - Verb 'to turn'.	People & jobs: - Vocab for different professions. - Revise descriptions of what people look like. - Revise town buildings (in relation to jobs)	People & jobs: - Describe a person's appearance and personality/ life, likes/ dislikes, profession, hobbies, bringing together elements of previous learning.	Tourism: - Booking accommodation and tickets. - Tourist attractions and activities - At the airport	In the summer: - create their own ideal holiday. - describe hotel and activities.
----------------------	---	--	--	--	--	---

Progression in Key Substantive Knowledge and **Disciplinary Skills** - Retrieval Practice/Spaced learning

	Speaking and Listening	Reading	Writing
Throughout KS2	- Speak in sentences using familiar vocabulary. Phrases and basic language structures. - Engage in conversations; ask and answer questions; express opinions and respond to those of other; seek clarification and help. - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or familiar words or phrases. - Present ideas and information orally to a range of audiences. - 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 conjunctions of high- frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how to differ from or are similar to English. - Listen attentively to spoken language and show understanding by joining in and responding. - Appreciate stories, songs and poems and rhymes in the language. - Explore the patterns, sounds of language through songs and rhymes and link the spelling, sound and meaning of words.	- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or familiar words or phrases. - Read carefully and show understanding of words, phrases and simple writing. - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material including through using a dictionary. - Understand basic grammar appropriate to the language being studied, including (where relevant) feminine, masculine and neuter forms and the conjunctions of high- frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how to differ from or are similar to English.	- 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 conjunctions of high- frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how to differ from or are similar to English.

Years 3 and 4	- Name and describe people, a place and an object. - Have a short conversation saying three to four things. - Give response using a short phrase. - Start to speak using a short sentence.	- Read and understand a short passage using familiar language. - Explain the main points in a short passage. - Read a [passage independently. - Use a bilingual dictionary or glossary to look up new words.	- Write phrases from memory. - Write 2-3 short sentences on a familiar topic. - Write what they like/ dislike about a familiar topic.
Years 5 and 6	- Hold a simple conversation with at least 4 exchanges. - Use knowledge of grammar to speak correctly.	• Understand a short story or factual text and note the main points. • Use the context to work out unfamiliar words.	- Write a paragraph of 4 to 5 sentences. - Substitute words and phrases with the aid of a dictionary.