



MFL (FRENCH) LONG TERM PLAN REVIEWED 2025 PROGRESSION OVERVIEW

Year Group	Autumn	Spring	Summer	Extras (Texts/Songs)
Global Citizen Values (Year 1 / Year 2) Swaps each year	(Harvest /Christmas) GG: Peace and Conflict GG: Identity and diversity	(Easter) GG: Sustainable Development GG: Globalisation and interdependence	GG: Human Rights GG: Social Justice	
Year 3 (NC11 not covered in yr3) Grammar: Verbs should be taught in the first person Assessment opportunities	Days of the week (song) NC2, NC8, Numbers 0 to 31 NC1, NC5 Months of the year (song) NC2, NC8, Dates and Birthdays NC1, NC2, NC4 Christmas Song Assessment: All of these will work together to write short message of who you are/Passport. Or even a	Greetings Hello, Goodbye, See you later, See you tomorrow. NC1, NC5 Silent letters: t (salut, À bientôt) How are you? Responses: Good, Bad, Very Good, OK, Poorly, Happy NC2, NC4, NC5, NC10 Introduce the cedilla: ç is a soft s sound (ça va?) Commands yes and no (OUI/NON) NC1, NC3 Traditional Tale... NC7, NC9, NC10	Arc De Triomphe 1836 Mille huit cent trente-six Look at the importance of this historical landmark and why it is important to France and French people. Create leaflets, posters, presentation about this place of interest. Could use computing for this. NC5, NC6, Assessment: To look at the quality of their presentation and the key facts that they have covered. Look for confidence in speaking and do they	Christmas Song to look at as a class: Petit Papa Noel (Youtube) (Little Father Christmas) Whole school Christmas song: Bonhomme de neige NC1, NC2, NC8, NC9, NC12 Traditional Tale: The three little pigs- slot this into any topic where you see fit (could go with Peace and conflict or sustainable



	diary/vlog entry about them. Please save any videos or pictures of this in the MFL file on server.	Assessment: Verbal conversation between teacher and student or an observation between peers during a greeting conversation. Please save any videos or pictures of this in the MFL file on server.	understand what their landmark is and its importance. Please save any videos or pictures of this in the MFL file on server.	development) NC 7, NC9, NC10, NC12
Year 4	Animals Looking at a mixture of animals and sea life, links well to Science: Living things. NC1, NC2, NC5, NC12 Un / Une Masculine and Feminine indefinite articles of the word A or An 'Two little birds song' 'Alouette' Colours and description of size What these animals look like.	Lourdes 1858 Mille huit cent cinquante-huit Look at the importance of this historical landmark and why it is important to France and French people. Locate it on a map and what it is used for past and present. NC5, NC6,	Introducing Family: Mum, Dad, Brother, Sister, Grandma, Grandad, Step Mum/Dad, Step Sister/Brother NC10, NC4, NC12 Description of personal appearance. Tall, Short, Black hair, Brown hair, Blonde hair, Ginger hair, Blue, Green, Brown eyes. NC3, NC4, NC5, NC11, NC7 Introduce singular/plural for body parts (le bra / les bras)	Christmas Song to look at as a class: Vive Le Vent (Jingle bells/ Long live the wind) Whole school Christmas song: Bonhomme de neige NC1, NC2, NC8, NC9, NC12, NC6



	NC11, NC5, NC8, NC12 Change of spellings for Masculine and Feminine adjectival agreement. Recap: Numbers 0 to 31 NC4, NC5 Assessment ideas: Safari Ranger- Give either a verbal or written account of the animals spotted on our Safari adventure. Could be filmed on ipads done as a drama piece or written. Listening and writing quiz: Describe an animal they draw or write the answer. I show and image they describe. Please save any videos or pictures of this in the MFL file on server. Christmas Song NC8	Create leaflets, posters, presentation about this place of interest. Could use computing to support this link to using powerpoint. Link this to R.E pilgrimage of Catholic Christianity. People of God. Links to Geography comparison to European country. Assessment: To look at the quality of their presentation and the key facts that they have covered. Look for confidence in speaking and do they understand what their landmark is and its importance. Please save any videos or pictures of this in the MFL file on server. Traditional Tale NC 7, NC9, NC10, NC12	adding + s to the noun/ + les for the article. Body Parts (song)Head,shoulder... or Jean Petit Qui Danse NC2, NC8, NC12 (Recap numbers and colours) Assessment: Guess who-style game of draw family member and then describe using French. Play in small groups or as a class. Or a missing persons' report in a written format. Or create an operation-style board game for the body parts. Please save any videos or pictures of this in the MFL file on server.	Traditional Tale: Goldilocks and the three bears. Links to English Folktales and traditional stories. New vocab and opportunity to use skills of near cognates and previous vocab. NC 7, NC9, NC10, NC12
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Year 5	Weather and Seasons: Link to what type of weather you would have at home and abroad- link to the types of clothing you would need for that weather. NC1, NC2, NC4 Use et to join ideas. Clothing items NC9, NC12, NC4 Recap Colours add to description of clothes NC11, NC10, NC12 adjectival agreement with noun and adjective Understand feminine and masculine forms e.g. le, l', la and un, une. Assessment: Write a what you will need and why for traveling . Or could be done verbally like a vlog or	Where you live Being able to say where you live and places of interest around you. School. Library, Town Centre, Leisure Centre, Supermarket, Bank etc.. NC1, NC3, NC4 Look at the verb 'go' 'Aller' To go song on youtube. <i>Je Vais, Tu va</i> NC2 Use je vais + infinitive to talk about future plans. Understands and uses the definite article correctly: le/la/l'/les I go to the shops. (We, They, He, she Directions: Left, Right, Straight ahead, opposite, next to...NC7, NC10, NC11...	Champs Elysees 1860s Mille huit cent soixante Historical importance and how France and French people view this place of interest. You could look at tourism- benefits/negatives to France. Locate on a map and things it may be close to pulling in vocab learnt from directions and descriptions of where it is or near.-Create ppt or poster presentations or news reports using ipad. Please save any videos or pictures of this in the MFL file on server. NC5, NC6, ... Assessment: To look at the quality of their presentation and the key facts that they have covered. Look for confidence in	Christmas Song to look at as a class: Il est ne le divin enfant (He is born the divine child) Whole school Christmas song: Bonhomme de neige NC1, NC2, NC8, NC9, NC12 Traditional Tale: Little Red Riding hood. (Could be linked to directions i.e to Grandmas and where little Red lives. New vocab and opportunity to use skills of near cognates and previous vocab. NC 7, NC9, NC10, NC12
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	video. Or a News/Weather report for the people of different countries. Could create posters to help with presentations- or computing 'green screen' Please save any videos or pictures of this in the MFL file on server. Christmas Song- he is born the divine child. NC2, NC8	Assessment: Write a diary of your day to day life. To put in a time capsule for future civilisations to find. Or create a map and guide of where you live for a travel to follow or even find you. Please save any videos or pictures of this in the MFL file on server.	speaking and do they understand what their landmark is and its importance. Please save any videos or pictures of this in the MFL file on server. Traditional Tale: Little Red Riding Hood NC 7, NC9, NC10, NC12	
Year 6	Modes of travel Air, Sea, Land: Link to how to get to other places close to home how to get to school, park, shops (building on knowledge from year 5 where I live) and abroad. Ways of travelling around. NC4, NC5, NC11	The Very Hungry Caterpillar (La chenille qui fait des trous) Recap Days of the Week Food vocabulary and the verb to eat (past tense) from the story. He ate/il a mangé She ate/elle a mangé	Eiffel Tower 1889 Mille huit cent quatre-vingt-neuf Historical importance and how France and French people view this place of interest. You could look at tourism of the area and it benefits/negative to France.	Christmas Song to look at as a class: Douce Nuit (Silent Night) Whole school Christmas song: Bonhomme de neige NC1, NC2, NC8, NC9, NC12



	Recap Directions from Year 5 link it to modes of travel to get to a place. NC1, NC4, NC5, NC7, NC10, NC11, NC12 Look at the grave accent on à. Pronunciation and meaning. Assessment: Create a travel guide to a place of your choice. including how to get there and points of interest could be accompanied with a map. (build on year 5 skills of directions) Please save any videos or pictures of this in the MFL file on server. Christmas Song NC2, NC8	We ate/nous avons mangé They ate/ ils ont mangé Manipulate the story sentence to change pronouns. 'On Monday he/she/we ate...' NC9, NC10 NC11 NC12 Opinions: Look at the conjunction 'but' / 'and' NC12 I like...but I don't like... Use (and) et to join ideas Use food from the story to give opinion; I like apple but I don't like oranges. J'aime les pommes mais je n'aime pas les oranges NC1, NC3, NC4, NC5, NC8, NC10	Locate on a map and things it may be close to pulling in vocab learnt from previous topics for directions and how to get there using transport (potentially looking at French timetables for Trains or Buses) imaginary trip planning. NC5, NC6, Assessment: To look at the quality of their presentation and the key facts that they have covered. Look for confidence in speaking and do they understand what their landmark is and its importance. Could be done as a written report, verbal news article or powerpoint presentation. Please save any videos or pictures of this in the MFL file on server.	Traditional text: Hungry Caterpillar. New vocab and opportunity to use skills of near cognates and previous vocab. NC 7, NC9, NC10, NC12
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		Assessment: Create a short version of a very hungry... Could have short conversation about which foods the like or dislike Please save any videos or pictures of this in the MFL file on server.		
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Grammar Focus Updates 2024-2025: