

MFL Long Term Plan (Primary Languages)

Overview	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	A New Start Ask and answer name Ask and answer simple feelings Count 0-11 6 colours	Calendar and Celebrations Days Months (and respond to simple questions) Asking the day / month Ask birthday month Celebrating Christmas	Animals I like and don't like Names of domestic animals Ask and answer a like / dislike Celebrating Epiphany	Carnival, Colours, Playground Games Colours Ask what colour something is Giving a response Like and dislikes Celebrating Easter	Breakfast, fruit nouns Fruit and vegetables Breakfast Foods Ask and answer likes / dislikes Ask for a food item politely	Going on a Picnic Food for a picnic Asking politely Colours Commands Ask and answer where you live 0-15 (0-20)
Year 4	Welcome to School – super learners Asking who someone is Asking someone's age Have you...? I have Numbers 0-31 Classroom objects	My Local Area / Your Local Area Where is...? (+shops) Here is (+shops) Left / right / straight ahead There is / there are	Family tree and faces Asking who someone is? This is...mum / brother /sister / dad / grandma / grandad / friend Who are you? Parts of the face I have Giving hair and eye colour	Celebrating carnival / body parts Parts of the body and simple descriptions Colour / small / big etc Asking: Have you...? I have There is / There are...	Feeling well / unwell How are you feeling? Simple everyday illnesses Statements Jungle animals Using body part nouns and colours in simple sentences (noun, verb, adjective)	Summertime Asking / answering simple weather phrases Ice-creams – asking for a flavour Asking the price Asking politely for an item Instructions to make a fantastical ice cream
Year 5	My School, my subjects Asking and answering what school subjects we learn. Expressing a simple opinion Likes and dislikes.	Where I Live / Where You Live Buildings and places of interest Where is (+ shops) Here is (+ shops)	Healthy Eating and Going to the Market Shopping at the market Fruit Vegetables	Carnival clowns and clothes What are you wearing? I am wearing What's it like? It's + colour and size It has...	Out of this World Personal information at passport control Countries Ways to travel Planets and simple adjectives	Going to the Seaside You can Play + sports Eat + foods Wear + beach clothes

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	Asking and answering information about the day and subjects. Adjectives to give opinion Places around the school	Simple directions asking the There is / there are... What would you like?/ I would like How much does it cost?/ It costs..... Numbers 0-50	Transactional language at the shops Numbers 0-50 / Euros Instructions to make a healthy dish		Dialogues and conversations			
Year 6	Everyday Life Revisiting and extending personal information Asking the time. Giving o'clocks Describing simple daily routine	Where I Live / Where You Live Rooms Describing a house and a room Asking "Is there" + house language Responding with "Here is..?" Talking about "What I want to be in the future" Asking for and designing sandwiches	Playing sport and enjoying sport You can to play + sports Asking how to play a sport Simple explanation of a sport (equipment / sports terrain / team or individual sport) Opinions / Likes and Dislikes	This is me! Hobbies and fun Asking and answering preferences / feelings and characteristics Fair ground rides Opinions Likes and dislikes	Café culture, restaurants Transactional language to order a meal You can eat + foods Buying snacks and drinks (instructions to make a snack)	Performance Time Revisiting and consolidation of basic transactional language / basic personal information / expressing simple opinions / using questions and answers		
End of KS2	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	develop accurate	present ideas and information orally to a range of audiences read carefully and show understanding of words,	appreciate stories, songs, poems and rhymes in the language broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including	write phrases from memory, and adapt these to create new sentences, to express	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 conjugation of high-frequency verbs; key features and patterns of the

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		clarification and help	pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases	phrases and simple writing	through using a dictionary	ideas clearly		language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
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