

MFL Scheme of Learning
Reviewed September 2026

Intent:

By the end of lower Key Stage 2, we want our children to have:

- A positive start to language learning
- Fun through engaging and relevant topics
- A focus on speaking and listening activities with supportive reading and writing where appropriate
- An acquisition of key and everyday vocabulary and language to support future learning
- A model which re-visits and repeats key skills and vocabulary, considering the nature of a rolling programme. For example, Year 4's will start the year with knowledge from the previous, whereas Year 3's will begin with no previous knowledge.
- Skills and progression are built into planning using Year 3 and 4 targets

Blue topics: indicate new areas of learning

Red topics/vocab: indicates areas being revisited as part of the repetition model indicated above, taking into consideration the rolling rota programme.

Rolling programme Year A – 2025-2026		
Autumn Term	Spring Term	Summer Term
My free time and sports Basic greetings / How are you? – Y4 Basic greetings / How are you? – Y3 Days of the week Sports vocabulary and basic sentence construction Asking and answering simple questions based on a model Expressing opinion – Y4 (j’aime, je n’aime pas) Expressing opinions – Y3 In my town Using bilingual dictionaries to identify places in towns Masculine and feminine nouns – Y4 Masculine and feminine nouns – Y3 Asking and answering question on where they live – Y4 Asking and answering questions on where they live – Y3 Christmas celebrations <i>Cross-curricular links:</i> <i>RSE: Physical Health and Wellbeing</i>	What is the weather? Days of the week Months of the year Seasons Weather phrases and places in France Listening to forecasts Rhyming words Role play forecasting In the classroom and the alphabet Numbers 1-12 – Y4 Numbers 1-12 – Y3 Basic classroom instructions Items in my pencil case Alphabet and name games <i>Cross-curricular links:</i> <i>What on Earth? Rainforests</i>	Familiar stories in a foreign language <u>Transition projects with MFL CELL group</u> Summer book project using texts including: The Hungry Caterpillar, The Gruffalo. Going on a Bear Hunt, Flotsam. Listening to stories for pleasure and not needing to decode every word. Related activities as in planning. Revisit key language and skills Numbers 13-21 – Y4 Numbers 13-21 – Y3 Days of the week Months of the year Spell name Bastille Day

Rolling programme Year B – 2026-2027		
Autumn Term	Spring Term	Summer Term
France and the French speaking world Basic greetings / How are you? / Numbers 1-12 – Y4 Basic greetings/ Numbers / How are you? Y3 Europe and countries that border France Similarities between languages Food and drink Using bilingual dictionaries Planning a menu based on exemplar model Phoneme focus Singular/plural/masculine/feminine– Y4 Singular/plural/masculine/feminine– Y3 Opinions (j’aime, je n’aime pas) Christmas traditions <i>Cross-curricular links: Who am I and where am I from?</i>	Portraits Basic greetings / Numbers 1-10 - all Colours – Y4 Colours – Y3 Nouns and adjectives and word order (Y4 revision word order) Basic sentence construction using J’ai. My family Numbers 1-12 Introducing members of the family. Using phrase J’ai to introduce family. Simple role plays. <i>Cross-curricular links: Art: Portraits</i>	Familiar stories in a foreign language <u>Transition projects with MFL CELL group</u> Summer book project using texts including: The Hungry Caterpillar, The Gruffalo. Going on a Bear Hunt, Flotsam. Listening to stories for pleasure and not needing to decode every word. Related activities as in planning. Revisit key language and skills Numbers 13-21 How are you? Personal information – name/age/where do you live?