



St Mary's Catholic Primary School

Educate, Protect, Love, Serve

#making a difference together

Our Vision Statement

With the love of Jesus and the inspiration of Mary at our heart, we will be the best we can be.
At St. Mary's we provide every member of our school family with the opportunity to achieve academically and thrive spiritually and socially.

MFL Curriculum Overview 2022-25

2022 - 2023

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer2 |
|--------------|--|---|--|---|---|---------------------------------|
| Nursery F1 | Focus on languages of EAL children in class. | Learn about the Christmas traditions of different cultures from the class. | Topic link - Chinese New Year. | French - listen to some French songs, e.g. Frere Jacques. | Answer the register in greetings from some different languages. | Cornish - learn some key words. |
| Reception F2 | Practise greetings: 'Hello' in those languages. | Practise saying 'Happy Christmas' in those languages. | Practise saying Happy New Year in Cantonese: "Gong hei fat choy" | | | |
| Year 1 | Focus on languages of EAL children in class. | Learn about the French Christmas traditions and practise saying: "Joyeux Noel". | French songs. | | Numbers 1-10. | |
| Year 2 | Practise 'Hello' and 'goodbye' in those languages. | | | | | |
| Year 3 | Half-term 1: Describing me and others Half-term 2: Saying what I and others have Phonics: the SSC (sound-symbol correspondences) taught this term are: | | Half-term 1: Saying what I and others do Half-term 2: Saying how many and describing things Phonics: the SSC (sound-symbol correspondences) taught this term are: | | Half-term 1: Describing things and people Half-term 2: Expressing likes and saying what I and others do Phonics: the SSC (sound-symbol correspondences) taught this term are: | |
| Year 4 | [a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en] | | [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to Grammar: -ER present tense (singular), singular definite articles (le, la), regular | | [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months | |

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| | <p>open and closed [eu]</p> <p>[ch] [au/eau/o/ô]</p> <p>[on] [ou]</p> <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p> | <p>plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p> | <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand)</p> |
| <p>Year 5</p> <p>Teach Y4 lessons</p> <p>http://www.rachelhawkes.com/Resouces/PrFrench/Y34.php</p> | <p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>[a] [o] [e] [i] [u]</p> | <p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>[é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> | <p>Half-term 1: Describing things and people</p> <p>Half-term 2: Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) taught this term are:</p> <p>[SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion]</p> |
| <p>Year 6</p> <p>Teach Y4 lessons</p> <p>http://www.rachelhawkes.com/Resouces/PrFrench/Y34.php</p> | <p>Silent Final Consonant [SFC] -t, -s, -d</p> <p>Silent Final E [SFe]</p> <p>[an/en]</p> <p>open and closed [eu]</p> <p>[ch] [au/eau/o/ô]</p> <p>[on] [ou]</p> | <p>Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to</p> <p>Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)</p> | <p>Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months</p> <p>Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit</p> |

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| | <p>Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story</p> <p>Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où)</p> | | intonation questions (including with comment, quand) |
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| 2023 - 2024 | | | | | | |
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| Nursery F1 | Focus on languages of EAL children in class. | Learn about the Christmas traditions of different cultures from the class. | Topic link - Chinese New Year. Practise saying Happy New Year in Cantonese: "Gong hei fat choy" | French - listen to some French songs, e.g. Frere Jacques. | Answer the register in greetings from some different languages. | Cornish - learn some key words. |
| Reception F2 | Practise greetings: 'Hello' in those languages. | Practise saying 'Happy Christmas' in those languages. | | | | |
| Year 1 | Focus on languages of EAL children in class. | Learn about the French Christmas traditions and | French songs. | | Numbers 1-10. | |

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| | Practise 'Hello' and 'goodbye' in those languages. | practise saying: "Joyeux Noel". | | |
| Year 2 | | | | |
| Year 3 http://www.rachelhawkes.com/Resources/PrFrench/Y34.php | Half-term 1: Describing me and others Half-term 2: Saying what I and others have Phonics: the SSC (sound-symbol correspondences) taught this term are: [a] [o] [e] [i] [u] Silent Final Consonant [SFC] -t, -s, -d Silent Final E [SFe] [an/en] open and closed [eu] [ch] [au/eau/o/ô] [on] [ou] Vocabulary: greetings, adjectives to describe mood and character, days of the week, nouns for possessions, positional prepositions in, on, under, 'I have a present for' story Grammar: être (singular) regular adjective agreement (-e) with and without pronunciation change, (-eux, -euse) and adjectives already ending in -e, avoir | Half-term 1: Saying what I and others do Half-term 2: Saying how many and describing things Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai] Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien) | Half-term 1: Describing things and people Half-term 2: Expressing likes and saying what I and others do Phonics: the SSC (sound-symbol correspondences) taught this term are: [SFe] soft [c/ç] [-ien] [qu] [j/soft g] [-tion] Vocabulary: colour and other adjectives to describe animals, story creation, loves and hates, Hungry Caterpillar (rouge), revisit days, Toute une année (jaune) months Grammar: revisit definite articles & adjective agreement, subject pronouns (il/elle) with objects to mean 'it', plural definite article (les), using aimer détester + definite article, revisit intonation questions (including with comment, quand) | |
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| | (singular), singular indefinite articles (un, une), intonation questions (including with quoi, où) | | |
| <p>Year 5</p> <p>Teach Y5 lessons</p> <p>http://www.rachelhawkes.com/Resources/PrFrench/Y56.php</p> | <p>Half-term 1: Describing me and others</p> <p>Half-term 2: Saying what I and others have</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or introduced this term are:</p> | <p>Half-term 1: Saying what I and others do</p> <p>Half-term 2: Saying how many and describing things</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]</p> <p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)</p> | <p>Half-term 1: Describing things and people</p> <p>Half-term 2: Expressing likes and saying what I and others do</p> <p>Phonics: the SSC (sound-symbol correspondences) revisited and/or taught this term are:</p> <p>[SFC] Silent Final E [SFe] soft [c/ç] [ch] [-ien] [qu] [j/soft g] [-tion]</p> <p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe sports, playing instruments, activities in different countries, life at home, home town, requesting food and drink</p> <p>Grammar: FAIRE (singular), weather expressions with faire, faire vs. jouer with sports, jouer + de + instruments, pronoun on meaning you (general) and we, 2-verb structures (aimer, detester, devoir, vouloir, pouvoir - singular)</p> |
| <p>Year 6</p> <p>Teach Y5 lessons</p> <p>http://www.rachelhawkes.com/Resources/PrFrench/Y56.php</p> | <p>Silent Final Consonant [SFC] Silent Final E [SFe]</p> <p>[a] [an/am/en/em]</p> <p>[i] [in/im] [qu]</p> <p>[u] [ou] [on] [au/eau/o/ô]</p> <p>open and closed [eu]</p> <p>We also revisit liaison.</p> <p>Vocabulary: greetings, adjectives to describe mood and character, months, numbers 13-31, dates, nouns and adjectives for places, festivals, physical description, interrogatives qui ? quell ? quelle ?</p> <p>Grammar: être (plural) regular plural adjective agreement (-s) avoir (plural), singular and plural indefinite articles (un, une, des), intonation questions (including with quoi, où, qui, quand, comment)</p> | <p>We also revisit liaison.</p> <p>Vocabulary: verbs and nouns to describe activities in school, at the weekend, life in the city and country, journeys</p> <p>Grammar: -ER present tense (singular) and 1st person plural (we), JOUER + à + sports, ALLER (singular), definite articles (le, la, les), regular plural marking on nouns (-s), indefinite articles (un, une, des), il y a, Est-ce que questions (including with WH-words), negation (ne ... pas)</p> | |

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