

## MFL CURRICULUM 2 YEAR OVERVIEW

### Key Assessment skills – To be covered in Odd & Even years

<b>Year 3/4</b>  <b>EMERALD</b>	<u>Spoken language</u> <ul style="list-style-type: none"><li>I name and describe people.</li><li>I name and describe a place.</li><li>I name and describe an object.</li><li>I have a short conversation saying 3-4 things.</li><li>I give a response using a short phrase.</li><li>I am starting to speak in sentences.</li></ul>		<u>Reading</u> <ul style="list-style-type: none"><li>I read and understand a short passage using familiar language.</li><li>I explain the main points in a short passage.</li><li>I read a passage independently.</li><li>I use a bilingual dictionary or glossary to look up new words.</li></ul>		<u>Writing</u> <ul style="list-style-type: none"><li>I write phrases from memory.</li><li>I write 2-3 short sentences on a familiar topic.</li><li>I say what I like/dislike about a familiar topic.</li></ul>	
<b>Year 5/6</b>  <b>SAPPHIRE</b>	<u>Spoken language</u> <ul style="list-style-type: none"><li>I hold a simple conversation with at least 4 exchanges.</li><li>I use my knowledge of grammar to speak correctly.</li></ul>		<u>Reading</u> <ul style="list-style-type: none"><li>I understand a short story or factual text and note the main points.</li><li>I use the context to work out unfamiliar words.</li></ul>		<u>Writing</u> <ul style="list-style-type: none"><li>I write a paragraph of 4-5 sentences.</li><li>I substitute words and phrases.</li></ul>	
<b>ODD YEARS</b> <b>23-24</b> <b>25-26</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>EMERALD</b> <b>Y 3/4</b>  <b>ALL OBJECTIVES ARE SEQUENTIAL SO NOT ALL CHILDREN WILL REACH ALL POINTS</b>	<b>FRIENDS AND FAMILY</b> <b>(3)</b> <ul style="list-style-type: none"><li>name some common pets;</li><li>recognise some rooms in their home;</li><li>consider whether nouns are masculine or feminine;</li><li>make new sentences by substituting other vocabulary</li></ul>	<b>OUR SCHOOL</b> <b>(3)</b> <ul style="list-style-type: none"><li>listen and respond to topic vocabulary;</li><li>demonstrate understanding with actions;</li><li>write sentences converting le/la to un/une;</li><li>answer questions using the topic vocabulary;<ul style="list-style-type: none"><li>express simple opinions.</li></ul></li></ul>	<b>TIME</b> <b>(3)</b> <ul style="list-style-type: none"><li>say and order the days of the week;</li><li>say and order the months of the year;</li><li>count on from 11-31;</li><li>say their own birthday.</li><li>recognise how some larger numbers are made by combining words for</li></ul>	<b>ALL AROUND TOWN</b> <b>(4)</b> <ul style="list-style-type: none"><li>name some of the major cities of France;</li><li>identify and say typical amenities to be found in French towns;</li><li>say and order multiples of ten;</li><li>ask and give a simple address in French;</li><li>locate the correct part</li></ul>	<b>ON THE MOVE</b> <b>(4)</b> <ul style="list-style-type: none"><li>name some types of transport;</li><li>use Je... and Tu... correctly in a simple sentence;</li><li>respond to simple instructions for direction and movement;</li><li>follow simple</li></ul>	<b>WHERE IN THE WORLD</b> <b>(4)</b> <ul style="list-style-type: none"><li>listen and respond to topic vocabulary;</li><li>answer questions orally using the topic vocabulary;</li><li>write an answer in a sentence using the topic vocabulary;</li><li>use an English/French dictionary to translate</li></ul>

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	<p>appropriately;</p> <ul style="list-style-type: none"> <li>use masculine/feminine articles and possessive pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>ask and answer questions using the topic vocabulary;</li> <li>from memory, begin to know if nouns from the topic are masculine or feminine;</li> <li>express opinions with accurate use of 'J'aime/Je n'aime pas...';</li> <li>use a dictionary/the internet to develop topic vocabulary further;</li> <li>write a sentence with an adverbial phrase, e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique';</li> <li>express and ask for opinions.</li> </ul>	<p>smaller numbers;</p> <ul style="list-style-type: none"> <li>ask other people for their birthday;</li> <li>say today's date;</li> <li>identify the correct language for 'yesterday', today and tomorrow</li> <li>ask and answer questions about dates;</li> <li>use simple past and present tenses.</li> </ul>	<p>of a bilingual dictionary to translate from French-English or vice versa.</p> <ul style="list-style-type: none"> <li>locate some of France's key cities;</li> <li>say in French what amenities or features are found in their own town;</li> <li>use multiples of ten and number operations to do simple calculations;</li> <li>vary sentences about asking and giving simple addresses;</li> <li>use a bilingual dictionary with increasing confidence to translate French-English and vice versa.</li> <li>describe (in English) some features of the major cities;</li> <li>describe their own or a French city in terms of the amenities found there;</li> <li>count with confidence to 100 and do simple calculations;</li> <li>hold a short dialogue about where they live;</li> <li>suggest new words for a vocabulary set in French and find the translations in a</li> </ul>	<p>directions to find a place on a map.</p> <ul style="list-style-type: none"> <li>use the correct article to precede a noun according to gender;</li> <li>use 1st person, 2nd person (singular) and 3rd person of 'to go' accurately with the correct pronoun;</li> <li>give and respond to simple movement/direction instructions;</li> <li>give simple directions by substituting vocabulary as necessary;</li> <li>follow simple directions to find a place on a map.</li> <li>talk about types of transport in full sentences;</li> <li>use correct subject/verb agreement for all parts of the verb 'to go';</li> <li>recognise and accurately say the phoneme /sh/ when they see the spelling pattern 'ch';</li> <li>give and respond to</li> </ul>	<p>from English to French.</p> <ul style="list-style-type: none"> <li>understand that because a continent is always feminine the preposition 'en' is always used for 'in';</li> <li>use the correct masculine/feminine preposition</li> <li>use pronouns to replace the name of an animal;</li> <li>combine two simple sentences to form a compound sentence.</li> </ul>
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				bilingual dictionary.	a sequence of movements; <ul style="list-style-type: none"> <li>• give 2-step directions by substituting vocabulary as necessary;</li> <li>• follow 2-step direction instructions for finding places on a map.</li> </ul>	
<b>SAPPHIRE Y 5/6</b>  <b>ALL OBJECTIVES ARE SEQUENTIAL SO NOT ALL CHILDREN WILL REACH ALL POINTS</b>	<b>SCHOOL LIFE (5)</b> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions orally using the topic vocabulary;</li> <li>• answer questions in writing using the topic vocabulary;</li> <li>• take part in a conversation with a partner and show it to an audience.</li> <li>• use the pronouns 'il' and 'elle' to replace a person's name;</li> <li>• use a comparative adverb.</li> <li>• use the pronouns 'ils' and 'elles' to replace</li> </ul>	<b>ALL ABOUT OURSELVES (5)</b> <ul style="list-style-type: none"> <li>• name some parts of the body;</li> <li>• give a simple description of their eyes and hair;</li> <li>• make simple statements using the 3rd person;</li> <li>• match emotions/health words with their pictures.</li> <li>• name facial features;</li> <li>• extend a description using adjectives and conjunctions;</li> <li>• make nouns/adjectives 'agree' according to their gender and number;</li> <li>• ask and answer questions about everyday actions in the classroom;</li> <li>• make questions and answers using the 3rd person;</li> <li>• say how they are feeling.</li> </ul>	<b>TIME TRAVELLING (5)</b> <ul style="list-style-type: none"> <li>• recognise number words in spoken sentences;</li> <li>• say numbers larger than 100;</li> <li>• match the subject and verb for high-frequency verbs;</li> <li>• recognise when someone is saying a date.</li> <li>• explain how larger numbers are often described by combining smaller number words;</li> <li>• use numbers in a sentence correctly;</li> <li>• demonstrate their understanding of a sentence;</li> <li>• identify auxiliary verb and</li> </ul>	<b>ALL IN A DAY (6)</b> <ul style="list-style-type: none"> <li>• say and write a sentence to tell the time (o'clock and half past);</li> <li>• understand and use the terms used for a.m. and p.m. - <i>du matin, de l'après-midi and du soir</i>;</li> <li>• tell the time in 24-hour time - o'clock and half past;</li> <li>• read and interpret timetables in 24-hour times - o'clock and half past.</li> <li>• say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to);</li> <li>• tell the time in 24-hour</li> </ul>	<b>LET'S GO SHOPPING (6)</b> <ul style="list-style-type: none"> <li>• listen and respond to topic vocabulary;</li> <li>• answer questions using the topic vocabulary;</li> <li>• take part in role play as a shopper/shopkeeper, speaking in French;</li> <li>• greet and respond;</li> <li>• use the preposition <i>entre</i>;</li> <li>• write money amounts in French, up to 500 € in multiples of 50.</li> <li>• use the preposition <i>à côté de</i> and</li> </ul>	<b>MORE TO EXPLORE (6)</b> <ul style="list-style-type: none"> <li>• identify and repeat some key French sounds;</li> <li>• remember some information about France, French-speaking countries and French culture;</li> <li>• follow a simple story in French with familiar language;</li> <li>• look up a word in a French dictionary or online language tool;</li> <li>• take part in a short conversation in French;</li> <li>• understand some key information in written and spoken French;</li> <li>• write a few sentences about themselves in French;</li> <li>• understand some key</li> </ul>

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	two people's names.	<ul style="list-style-type: none"> <li>explain why adjectives change in French but not in English;</li> <li>spell adjectives correctly according to their gender/number;</li> <li>vary sentences by substituting other verbs, nouns or adjectives;</li> <li>identify if a sentence is in the 1st, 2nd or 3rd person;</li> <li>respond to questions about their emotions or health with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>past participle verb;</li> <li>apply prior knowledge to say when and where they were born;</li> <li>say when significant people in French history were born and died.</li> <li>identify numbers in a written sentence;</li> <li>give the year that some key historical events happened in France;</li> <li>construct a past tense sentence with the passé composé;</li> <li>change the past participle of the main verb to agree with number and gender of the subject.</li> </ul>	<ul style="list-style-type: none"> <li>time - o'clock, half past, quarter past/to;</li> <li>read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to.</li> <li>say and write a sentence to tell the time (o'clock, half past, quarter past, quarter to, 5-minute intervals past and to the hour);</li> <li>tell the time in 24-hour time - o'clock, half past, quarter past/to, 5-minute intervals;</li> <li>read and interpret timetables in 24-hour times - o'clock, half past, quarter past/to, 5-minute intervals;</li> <li>follow a pattern to conjugate regular verbs.</li> </ul>	<ul style="list-style-type: none"> <li>choose the correct masculine and feminine form;</li> <li>use adjectives (colours) and place them after the noun;</li> <li>write money amounts in French, up to 500 € in multiples of 50.</li> <li>use the nuances of colour foncé and clair;</li> <li>calculate change given and write the answer in French.</li> </ul>	<ul style="list-style-type: none"> <li>grammar points, e.g. genders and plurals of nouns.</li> <li>attempt to pronounce unfamiliar words and phrases;</li> <li>understand the gist of a French story and attempt to work out the meaning of new words;</li> <li>use a range of strategies to learn new words;</li> <li>correctly identify different word types;</li> <li>understand some detail in written and spoken French;</li> <li>look up a word in a French dictionary or online language tool and include it in their writing;</li> <li>use some high-frequency verbs to describe everyday events and activities;</li> <li>recognise the difference between verbs in the past, present and future.</li> <li>pronounce unfamiliar French words confidently and accurately;</li> <li>vary sentences in written and spoken French by substituting other verbs, nouns or</li> </ul>
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						<p>adjectives;</p> <ul style="list-style-type: none"><li>• use longer sentences to describe themselves or others in detail;</li><li>• use a range of verbs to describe everyday events and activities;</li><li>• follow a pattern to conjugate a verb in the present tense;</li><li>• use different verb forms to refer to the past, present and future;</li><li>• listen and read attentively in French and respond with increasing confidence;</li><li>• use a range of strategies to work out the meaning of new words.</li></ul>
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### Key Assessment skills – To be covered in Odd & Even years

<b>Year 3/4</b>  <b>EMERALD</b>	<u>Spoken language</u> <ul style="list-style-type: none"><li>I name and describe people.</li><li>I name and describe a place.</li><li>I name and describe an object.</li><li>I have a short conversation saying 3-4 things.</li><li>I give a response using a short phrase.</li><li>I am starting to speak in sentences.</li></ul>		<u>Reading</u> <ul style="list-style-type: none"><li>I read and understand a short passage using familiar language.</li><li>I explain the main points in a short passage.</li><li>I read a passage independently.</li><li>I use a bilingual dictionary or glossary to look up new words.</li></ul>		<u>Writing</u> <ul style="list-style-type: none"><li>I write phrases from memory.</li><li>I write 2-3 short sentences on a familiar topic.</li><li>I say what I like/dislike about a familiar topic.</li></ul>	
<b>Year 5/6</b>  <b>SAPPHIRE</b>	<u>Spoken language</u> <ul style="list-style-type: none"><li>I hold a simple conversation with at least 4 exchanges.</li><li>I use my knowledge of grammar to speak correctly.</li></ul>		<u>Reading</u> <ul style="list-style-type: none"><li>I understand a short story or factual text and note the main points.</li><li>I use the context to work out unfamiliar words.</li></ul>		<u>Writing</u> <ul style="list-style-type: none"><li>I write a paragraph of 4-5 sentences.</li><li>I substitute words and phrases.</li></ul>	
<b>EVEN YEARS</b> <b>24-25</b> <b>26-27</b>	<b>AUTUMN 1</b>	<b>AUTUMN 2</b>	<b>SPRING 1</b>	<b>SPRING 2</b>	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>EMERALD</b> <b>Y 3/4</b>  <b>ALL OBJECTIVES ARE SEQUENTIAL SO NOT ALL CHILDREN WILL REACH ALL POINTS</b>	<u><b>GETTING TO KNOW YOU</b></u> <u><b>(3)</b></u> <ul style="list-style-type: none"><li>say hello and goodbye;</li><li>introduce themselves;</li><li>say if they are feeling good/bad/so-so;</li><li>count to 10;</li><li>say how old they are.</li><li>use different greetings for different situations;</li><li>ask and answer simple questions for each topic area.</li></ul>	<u><b>ALL ABOUT ME</b></u> <u><b>(3)</b></u> <ul style="list-style-type: none"><li>give and respond to simple classroom instructions appropriately;</li><li>name parts of the body from a song;</li><li>identify colours;</li><li>name items of clothing;</li><li>ask and answer questions using the topic vocabulary;</li><li>read and write simple words;</li><li>say that un/une relate to masculine &amp; feminine nouns;</li></ul>	<u><b>FOOD GLORIOUS FOOD</b></u> <u><b>(3)</b></u> <ul style="list-style-type: none"><li>follow a story and join in the repeated parts;</li><li>say what foods from a set they like/dislike;</li><li>describe the colour or size of an object;</li><li>ask politely for something</li><li>predict a repeated phrase;</li><li>make a range of simple statements by</li></ul>	<u><b>GOING SHOPPING</b></u> <u><b>(4)</b></u> <ul style="list-style-type: none"><li>Listen and respond to topic vocabulary.</li><li>Answer questions using the topic vocabulary.</li><li>Take part in role play as a shopper/ shopkeeper, speaking in French.</li><li>Greet and respond.</li><li>Choose the correct form when changing le</li></ul>	<u><b>WHAT'S THE TIME</b></u> <u><b>(4)</b></u> <ul style="list-style-type: none"><li>say and write a sentence to tell the time (o'clock);</li><li>count in fives to at least 30;</li><li>understand and use the terms <b>avant</b> and <b>après</b>;</li><li>answer questions about a TV schedule.</li><li>say and write a</li></ul>	<u><b>HOLIDAYS AND HOBBIES</b></u> <u><b>(4)</b></u> <ul style="list-style-type: none"><li>listen and respond to topic vocabulary;</li><li>answer questions orally using the topic vocabulary;</li><li>write an answer in a sentence using the topic vocabulary;</li><li>present ideas and information orally to a range of audiences.</li></ul>

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	<ul style="list-style-type: none"> <li>use vocabulary they have learnt elsewhere to develop their sentences;</li> <li>recognise there is a difference between formal and informal language.</li> </ul>	<ul style="list-style-type: none"> <li>use a dictionary to develop topic vocabulary further.</li> </ul>	<ul style="list-style-type: none"> <li>substituting vocabulary;</li> <li>modify a colour adjective;</li> <li>respond appropriately to a polite request.</li> <li>recognise the correct determiner depending on gender/number;</li> <li>select adjectives based on gender/number of nouns;</li> <li>order sentences correctly.</li> </ul>	<ul style="list-style-type: none"> <li>to du; la to de la and les to des.</li> <li>Use adjectives (colours) and place them after the noun</li> <li>Change adjectives to feminine when needed.</li> <li>Use the appropriate form for 'at' (au or à la).</li> </ul>	<ul style="list-style-type: none"> <li>sentence to tell the time (O'clock and half past)</li> <li>say and write a sentence to tell the time (o'clock, half past, quarter past and quarter to);</li> <li>devise questions about a TV schedule.</li> </ul>	<ul style="list-style-type: none"> <li>choose the correct preposition: en for feminine countries, au for masculine countries;</li> <li>choose whether the mode of transport needs en or à.</li> <li>use third person plural conjugation of a verb;</li> <li>use the correct possessive adjective for a family member (ma, mon or mes).</li> </ul>
<p><b>SAPPHIRE Y 5/6</b></p> <p><b>ALL OBJECTIVES ARE SEQUENTIAL SO NOT ALL CHILDREN WILL REACH ALL POINTS</b></p>	<p><b>FAMILY AND FRIENDS (5)</b></p> <ul style="list-style-type: none"> <li>join in traditional songs and rhymes;</li> <li>recognise rhyming sounds;</li> <li>use 1st person possessive adjectives confidently and recognise that third person is different;</li> <li>introduce family members;</li> <li>say what sort of home they live in and name items inside;</li> <li>give a simple opinion about a named animal or object;</li> <li>construct a simple sentence about a variety of topics.</li> </ul>	<p><b>PLEASED TO MEET YOU (5)</b></p> <ul style="list-style-type: none"> <li>demonstrate their prior learning from previous units;</li> <li>say a simple future sentence;</li> <li>give an intention for the immediate future;</li> <li>use body language or gesture to help understand;</li> <li>say how they are feeling;</li> <li>follow a simple story and recognise key vocabulary;</li> <li>present information about themselves with support.</li> <li>recognise the difference between English and French future tenses;</li> <li>ask how to spell a word in French;</li> <li>name the accents on French</li> </ul>	<p><b>THAT'S TASTY (5)</b></p> <ul style="list-style-type: none"> <li>listen and respond to topic vocabulary;</li> <li>answer questions orally using the topic vocabulary;</li> <li>write an answer in a sentence using a modelled sentence;</li> <li>take part in role play using the key phrases studied.</li> <li>interpret a chart written in French;</li> <li>write words and phrases from memory;</li> <li>use the correct masculine or feminine</li> </ul>	<p><b>LET'S VISIT A FRENCH TOWN (6)</b></p> <ul style="list-style-type: none"> <li>make simple sentences with habiter (to live);</li> <li>listen to and join in a song;</li> <li>recognise key words and phrases and respond;</li> <li>use gestures to support what they are saying;</li> <li>use a bilingual dictionary with support;</li> <li>identify places in a French town or city;</li> <li>listen for familiar vocabulary;</li> <li>recognise ordinal</li> </ul>	<p><b>THIS IS FRANCE (6)</b></p> <ul style="list-style-type: none"> <li>listen and respond to topic vocabulary;</li> <li>answer questions orally using the topic vocabulary;</li> <li>write an answer to a sentence using the topic vocabulary;</li> <li>create sentences independently, using a model sentence;</li> <li>write numbers in words which are multiples of ten;</li> <li>describe position up to 4 compass points.</li> </ul>	<p><b>OUR PRECIOUS PLANET (6)</b></p> <ul style="list-style-type: none"> <li>identify some key environmental challenges in their local area;</li> <li>use 'il y a' to say what challenges there are;</li> <li>say what environmental actions they are going to take;</li> <li>make simple statements about what environmental actions some groups of people are going to do;</li> </ul>



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<ul style="list-style-type: none"> <li>• respond appropriately to the meaning of songs/ rhymes;</li> <li>• suggest other rhyming words to extend a set;</li> <li>• differentiate between first and third person possessive adjectives and verbs;</li> <li>• describe their home by size and say where items can be found;</li> <li>• give a variety of opinions;</li> <li>• join two clauses with 'et' or 'mais' appropriately.</li> <li>• suggest alternative sentences/song phrases by substituting new vocabulary;</li> <li>• make increasingly complex descriptive links between family members;</li> <li>• differentiate between first and third person possessive adjectives and verbs and use them appropriately;</li> <li>• discuss similarities and differences between French/English terms for the same idea;</li> <li>• extend sentences and support opinions by using conjunctions.</li> </ul>	<ul style="list-style-type: none"> <li>• alphabet letters;</li> <li>• substitute vocabulary to change a sentence;</li> <li>• orally make a short personal presentation.</li> <li>• use the terms auxiliary verb and infinitive verb;</li> <li>• spell out words using the correct letter names, including accents;</li> <li>• explain how adjectives are different according to the gender of the noun;</li> <li>• follow a story and take an educated guess at unknown words, using their reading strategies;</li> <li>• make a longer personal presentation by combining a range of topic knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>• form of adjectives;</li> <li>• use the correct masculine or feminine form for 'some.'</li> <li>• write sentences from memory;</li> <li>• use the correct masculine, feminine or plural form of adjectives;</li> <li>• use the correct masculine, feminine or plural for 'some.'</li> </ul>	<ul style="list-style-type: none"> <li>• numbers;</li> <li>• recognise a spelling pattern.</li> <li>• choose the correct form to go with the subject of the sentence;</li> <li>• talk about what there is to do in a town;</li> <li>• use simple prepositional phrases;</li> <li>• use a bilingual dictionary;</li> <li>• ask/answer questions about where a place is;</li> <li>• use appropriate words for number operations;</li> <li>• recognise and use ordinal numbers;</li> <li>• identify a spelling pattern;</li> <li>• join in with a song or poem to help remember new language.</li> <li>• vary the noun and verb appropriately for their purpose;</li> <li>• compare and order numbers up to 1000;</li> <li>• use prior learning to help make informed guesses;</li> <li>• apply a spelling pattern to make a new word.</li> </ul>	<ul style="list-style-type: none"> <li>• write numbers in words up to 999;</li> <li>• describe position up to 8 compass points;</li> <li>• can chose the correct tense of the verb être (present or imperfect);</li> <li>• can choose the correct form of an adjective describing nationalities.</li> <li>• write numbers in words up to 1200;</li> <li>• create sentences independently, using online translators/dictionaries to help.</li> </ul>	<ul style="list-style-type: none"> <li>• link their sentences with 'et';</li> <li>• write and read aloud a short paragraph.</li> <li>• use 'il y a/il n'y a pas' to say what challenges there are in their local area;</li> <li>• say what environmental actions they would like to take;</li> <li>• use a range of linking words to make longer sentences;</li> <li>• use the near future in the 3rd person singular and plural;</li> <li>• explain what environmental actions they think some groups of people are going to take;</li> <li>• ask and answer questions about environmental actions and challenges in their local area;</li> <li>• write and deliver a short presentation with a clear introduction and conclusion.</li> <li>• vary sentences by substituting other verbs, nouns or adjectives;</li> </ul>
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						<ul style="list-style-type: none"><li>• conjugate the verb 'aller' to form the near future for all subject forms in full sentences;</li><li>• use longer sentences to explain in detail what environmental challenges they can see;</li><li>• use longer sentences to explain in detail what actions they are going to and would like to take, in the future;</li><li>• use longer sentences to explain in detail what environmental actions they think some groups of people are going to take;</li><li>• write and deliver a short presentation with confidence and accurate pronunciation.</li></ul>
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