



JOHN WHEELDON PRIMARY ACADEMY

MFL - FRENCH LONG TERM PLAN

Languages

The national curriculum primary programmes of study and attainment targets for key stage 2

Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 2: Foreign language

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.



Pupils should be taught to:

- 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 clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- 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 through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- 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 language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



	AUTUMN TERM		SPRING TERM		SUMMER TERM	
YEAR 3	<p><u>I'm learning French:</u> Find France on a map of the world</p> <p>Say some key facts about France/ French speaking countries</p> <p>Ask and answer the question 'How are you?' in French.</p> <p>Say hello and goodbye in French.</p> <p>Ask and answer the question 'What is your name?' in French</p> <p>Count to 10 in French</p> <p>Read, write, say and recognise ten colours in French</p>	<p><u>Animals:</u> Recognise and name different animals</p> <p>Say I am a animal</p> <p>Write 10 animal words</p> <p>Ask someone what animal they like</p> <p>Say what my favourite animal is</p> <p>Recognise some animal plurals</p>	<p><u>Fruits:</u> Recognise and name different fruits</p> <p>Say I like / dislike something</p> <p>Write 10 fruit words</p> <p>Ask someone what fruit they like</p> <p>Say what 'My favourite fruit is</p> <p>Recognise some fruit plurals</p> <p>Order a kg or $\frac{1}{2}$ kg of certain fruits</p> <p>Say I would like.....</p>	<p><u>Vegetables:</u> Say the names of 10 vegetables</p> <p>Identify 10 vegetables</p> <p>Ask politely for different vegetables</p> <p>Identify a noun in a sentence</p> <p>Identify plural vegetables</p> <p>Say you like/ dislike certain vegetables</p> <p>Order a kg or $\frac{1}{2}$ kg of particular vegetables</p>	<p><u>Ancient Britain:</u> Listen attentively to key facts in French on Ancient Britain</p> <p>Name in French, the six key periods of Ancient Britain</p> <p>Name in French three of the types of people who lived in Ancient Britain</p> <p>Name in French the three key hunting tools used during the Stone Age, Bronze Age and Iron Age in Ancient Britain</p> <p>Name in French the three types of dwellings people lived in during the Stone Age, Bronze Age and Iron Age Read, write and say the French word for "I have.." "I am..." and "I live..."</p>	<p><u>Ice creams:</u> Name 10 ice cream flavours</p> <p>Say which is your favourite flavour</p> <p>Say I would like a particular ice cream</p> <p>Know how to order a tub or cone</p> <p>Ask for more than one ice cream in the same order</p> <p>Say please and thankyou within the order</p>



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YEAR 4	<p><u>Presenting myself:</u> Ask and answer the questions 'How are you?' 'What is your name?' 'How old are you?' and 'Where do you live?' in French.</p> <p>Say 3 sentences to talk about myself</p> <p>Write 3 sentences about myself with limited mistakes</p> <p>Recall numbers 0 - 10</p> <p>Say and read numbers 0 - 20 To say 'hello' and 'goodbye' in French</p>	<p><u>My family:</u> Name the family members in French from memory.</p> <p>Describe our own or a fictitious family in French by name, age, and relationship.</p> <p>Count to 70 in French.</p> <p>Understand possessive adjectives better in French ('my' form only)</p> <p>-</p>	<p><u>Café:</u> Order foods</p> <p>Order drinks</p> <p>Order snacks</p> <p>Ask for a French breakfast</p> <p>Role play a café situation</p> <p>Be a waiter/ customer</p> <p>Know 'a'</p> <p>Know 'some'</p> <p>-</p>	<p><u>Olympics:</u> Listen attentively to longer passages of French</p> <p>Look at the key facts of the modern Olympic games</p> <p>Look specifically for verbs, adjectives and nouns</p> <p>Introduce the verb faire ('to do') as well as a negative option for not doing a particular sport using the structure je ne fais pas de.</p> <p>Link the word for a sport to how we use / change that word to describe that sport</p>	<p><u>Classroom:</u> Name twelve common classroom objects.</p> <p>Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.</p> <p>Learn how to use the negative in French.</p> <p>Describe what we have and do not have in our pencil case/rucksack.</p>	<p><u>House:</u> Say I live in a house</p> <p>Say I live in an apartment</p> <p>Write I live in a house or apartment</p> <p>Say what rooms we have/ do not have</p> <p>Use the conjunction 'et' to join sentences together.</p>



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YEAR 5	<p><u>Pets:</u> Know the names for 8 common pets.</p> <p>Ask somebody if they have a pet and give an answer back.</p> <p>Say in French what pet we have/do not have and give our pet's name.</p> <p>Start to use the simple connectives <i>et</i> (and) and <i>mais</i> (but) to make more complex and interesting sentences.</p> <p>Describe the pet using simple colours</p>	<p><u>The date:</u> Recall from memory the seven days of the week</p> <p>Recall the twelve months of the year</p> <p>Say the numbers 1-31 in French.</p> <p>Ask and answer what the date is in French.</p> <p>Ask and answer the question 'when is your birthday?' in French.</p>	<p><u>Weather:</u> Recognise 9 types of weather</p> <p>Recall and name 9 types of weather</p> <p>Ask what the weather is</p> <p>Reply in French</p> <p>Describe the weather in France, in French using a map</p> <p>Use the positions for inside the country - N/S/E/W/centre</p> <p>Role play a weather forecast</p>	<p><u>Clothes:</u> Recognise 21 types of clothing</p> <p>Name and recall 21 types of clothing</p> <p>Explore the regular 'er' verb</p> <p>Revisit the use of the possessive adjective 'my'</p> <p>Describe clothes in terms of colour</p> <p>use numbers to ask for a particular number of something</p>	<p><u>Habitats:</u> Say the key elements that animals and plants need to survive</p> <p>Write the key elements that animals and plants need to survive</p> <p>Name the 5 most common habitats</p> <p>Name an animal that lives in each habitat</p> <p>name a plant that grows in each habitat</p>	<p><u>Planets:</u> Name some/all the planets in French on a solar map.</p> <p>Spell some/all the planets in French on a solar map.</p> <p>Say and write extended sentences for at least one planet.</p> <p>Understand better the rules of adjectival agreement in French and apply these rules to own work improving grammatical accuracy</p>



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YEAR 6	<p>School: Name the subjects we study in school in French with the correct definite article/determiner.</p> <p>Extend sentences by giving an opinion on the various school subjects and extend even further by giving a justification for that subject.</p> <p>Start to tell the time by learning how to say time by the hour.</p> <p>Say at what time we study certain subjects at school.</p>	<p>WW2: Group and order words to decode unknown language.</p> <p>Understand the key facts of history from WW2 when described in French.</p> <p>Say and write in French the key countries and languages involved in WW2.</p> <p>Write a letter in French home explaining what life is like as an evacuee living in the countryside</p>	<p>The weekend: Tell the time to half past, quarter past and quarter to</p> <p>Say what they do at the weekend</p> <p>Write what they do at the weekend using 2 or more sentences</p> <p>Integrate conjunctions</p> <p>Say if you like/ dislike an activity</p> <p>Learn 10 short phrases</p>	<p>Healthy eating: Say and write what we eat and drink to stay healthy. Say and write what we do not eat and drink to stay healthy.</p> <p>Say and write the activities we do and do not do to stay in shape including a choice of physical activities.</p> <p>Follow a simple, healthy recipe in French.</p>	<p>Me in the world: Say some of the different countries and the relative capital cities in the French-speaking world</p> <p>Spell some of the different countries and the relative capital cities in the French-speaking world and find them on a map.</p> <p>Say and write about some key celebrations in the French speaking world and some of the differences in terms of geography and historical sites between Paris and Port-au-Prince.</p> <p>Say and write something we do to help the planet</p>	<p>Regular Verbs: Recognise and understand what a pronoun is in both English and French</p> <p>Say what the key personal pronouns are in French.</p> <p>Understand what a verb is in both English and French and how to then create</p> <p>Stem and work out the endings for regular -ER, -IR and -RE verbs.</p> <p>Conjugate in French a regular -ER verb.</p> <p>Conjugate in French a regular -IR verb.</p> <p>Conjugate in French a regular -RE verb.</p>