**MFL Long term planning**

**National Curriculum objectives**

* 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.

**KS2 planning**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn** | **Moi (all about me)**  **How could you introduce yourself to a French speaking person?**   * greetings * giving name and age * family members * pets * likes/dislikes | **Vive le sport! (sports)**  **How could you describe what do you like to do in your spare time to a French speaking person?**   * sports vocabulary (PE link) * hobbies * Discussion of preferences – use of the negative | **Bon appetit! (food and healthy eating)**  **How can we describe our food choices to a French speaker?**   * food vocabulary * likes and dislikes * healthy/unhealthy (science/PSHE link) * adjectives to describe food | **Notre école (our school)**  **How would we describe aspects of our school to a French speaker?**   * names of lessons * school equipment * time & timetables (maths link) * classroom instructions * describing teachers (personality and appearance) |
| **Spring** | **On fait la fête (celebrations)**  **What and how do we celebrate here and how is that similar or different in France?**   * months * French annual traditions – compare/contrast (RE, PSHE link) * talk about what we are good at | **Les animaux (animals)**  **How could we describe animals from around the world to a French speaking person?**   * recap pets * focus on areas of the world and their native animals (geography link) * adjectives to describe characteristics of animals – friendly, fierce, dangerous etc | **Notre ville (our town)**  **How would we describe Ashington to a French speaker?**   * buildings around town * positional vocabulary * asking for and giving directions(maths link – describing translations) | **La France (France)**  **How does life in France differ to life in Britain?**   * French geography (geography link) * differences between France and UK (ICT link – research) * Contrast British values with liberté, egalité, fraternité * typical features of a French town – shops etc |
| **Summer** | **Les vetements (clothes)**  **How could you describe your clothing to a French speaking person?**   * names of items of clothing * colours * basic adjectives | **Quel temps fait il? (weather)**  **How could we report the weather to a French speaking audience?**   * basic weather vocabulary * seasons * weather report – today in… it is… * (ICT link – film reports) | **La plage et les vacances (holidays)**  **How could we describe what do you like to do in the holidays to a French speaker?**   * weather – extend from y5 with use of il, il fait, il fait du * beach vocabulary * methods of transport * how we like to spend our holidays | **Monter un café (setting up a café)**  **What do we need to know in order to ask for food and drink in French?**   * ordering food * asking questions * forming negative sentences * money/euros/numbers (maths link) |