**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)
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| **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
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| **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)
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