

MFL (French) Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		<u>Cultural link</u> Town twinning Visit from French Ambassador (comparing school life)				
Year 2	Basic French Greetings During registration	<u>Cultural Link</u> Joyeux Noël Virtual visit from French Ambassador comparing Christmas traditions in France and England	Numbers 1-10 SALUT Year 3 core unit 1 lesson 4 link <i>How old are you?</i> <i>To say the numbers 1-10</i>	French Greetings/feelings (good afternoon, good morning, good evening) SALUT Year 3 core unit 1 lesson 1 link <i>Hello.</i>	Numbers 1-20 SALUT Year 3 core unit 2 lesson 3 link <i>To say /sing the numbers up to 20.</i>	French consolidation Numbers 1-30 <i>To say / sing the numbers up to 30</i>
Year 3	Greetings/instruction/number Days of week/colours Core units 1 and 2 <i>Hello, How are you?, What is your name? How are you? My Family.</i> <i>Colours, Count up to 20, Countries,</i> <i>I Like....</i>	CGP Unit-My Town (Virtual visit from French Ambassador- My town twinned with Angers) <i>How much does it cost? In your town. Where is...? Shops, At the shop.</i>	All about Me Unit French days of week <i>Classroom instructions, My body, Actions, Clothes</i> <i>Understanding of all the days in the week.</i>	CGP Unit Animals <i>On the farm, Pets, What's your dog like, Where is the cat? Where is the elephant?</i>	CGP Unit At School <i>How do you go to school</i> <i>Rooms</i> <i>What is in your pencil case?</i> <i>What time is it?</i> <i>What subjects do you have?</i>	<i>CGP Unit Play time</i> <i>The farmer in the meadow</i> <i>Simon says</i> <i>I play</i> <i>In the playground</i> <i>What do you like to play?</i>
	<ul style="list-style-type: none"> 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 present ideas and information orally to a range of audiences* read carefully and show understanding of words, phrases. 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 write phrases from memory. describe people, places, things and actions orally 					

Year 4	<p>CGP Unit My Home</p> <p><i>Where do you live?</i></p> <p><i>Your home / your bedroom /</i></p> <p><i>The kitchen</i></p> <p><i>Daily routine</i></p>	<p>CGP Unit Food</p> <p>Joyeux Noel- compare and contrast Christmas foods (Virtual visit from French Ambassador to talk about Christmas dinner in Angers)</p> <p><i>I like to eat</i></p> <p><i>What are you eating?</i></p> <p><i>Cutlery</i></p> <p><i>Ingredients</i></p> <p><i>French toast</i></p>	<p>CGP Unit Describing People</p> <p><i>What are you like?</i> <i>Hair</i> <i>We're all different</i> <i>I'm wearing</i></p>	<p>CGP Unit The Body</p> <p><i>My face</i> <i>What are you doing</i> <i>It hurts</i> <i>Where do they live?</i></p>	<p>CGP Unit Sport</p> <p><i>Sport</i></p> <p><i>Which sport do you like doing</i></p> <p><i>At the stadium</i></p> <p><i>Wimbledon</i></p> <p><i>Can you...?</i></p> <p><i>A tennis match</i></p>	<p>Holidays and Hobbies Unit</p> <p><i>Seasons / weather</i></p> <p><i>Weather around the world</i></p> <p><i>Holidays</i></p> <p><i>Can you...?</i></p> <p><i>A Tennis match</i></p>
	<ul style="list-style-type: none"> • 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 • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases. • 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 • write phrases from memory. • describe people, places, things and actions orally 					

Year 5	<p>CGP Unit Family</p> <p><i>My family, Describe your family, Household tasks, A family weekend, My birthday party.</i></p>	<p>CGP Unit Hobbies</p> <p>French Ambassador virtual visit looking at hobbies of children in Angers/Wigan Letter exchange with English speaking library</p> <p><i>My hobbies, Music, Musical instruments, The weekend, Films.</i></p>	<p>CGP Unit Seasons</p> <p><i>Seasons, Spring and summer, Autumn and winter The date, Arts and crafts, Chinese Lanterns.</i></p>	<p>CGP Unit Actions</p> <p><i>I'm looking for the pirate, Actions, In the cupboard, More actions.</i></p>	<p>CGP Unit Eating Out</p> <p><i>I'm ordering a drink, At the ice cream shop, At the market, At the restaurant, Ill have....</i></p>	<p>CGP Unit School Trip</p> <p><i>Wheels on the bus, On the way, Through the window, At the museum, In the countryside, A trip to the museum.</i></p>
	<ul style="list-style-type: none"> • 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. • 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 					

Year 6	<p>CGP Unit On Holiday</p> <p><i>Where are you going on holiday? Where are you staying? At the zoo / beach / theme park</i></p>	<p>CGP Unit In France</p> <p>Virtual visit from French Ambassador Q and A exchange with English speaking library children life in France to life in England.</p> <p><i>On the bridge of Avignon Where in France Where in Paris They speak French French food.</i></p>	<p>CGP Unit The Environment</p> <p><i>The weather, The pond, The garden, In the garden Rubbish</i></p>	<p>CGP Unit A Weekend with Friends</p> <p><i>What would you like to do? Would you like...? The sleepover The midnight feasts The cinema The sleepover</i></p>	<p>CGP Unit The Future</p> <p><i>I'm going This weekend Tomorrow Comparisons I am....</i></p>	<p>CGP Unit Jobs</p> <p><i>I want to be an astronaut Jobs Work places Space station Fire station</i></p>
	<ul style="list-style-type: none"> • 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. • 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 					