

## MFL (French) Overview of topics.

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b><u>Year 3</u></b>	<ul style="list-style-type: none"> <li>• Classroom Instructions</li> <li>• Greetings</li> <li>• Numbers up to 30</li> <li>• Joyeux Noël</li> </ul>	<ul style="list-style-type: none"> <li>• Brothers and sisters</li> <li>• Likes and dislikes talking about sports</li> <li>• What's in my town</li> <li>• My house</li> </ul>	<ul style="list-style-type: none"> <li>*Clothes</li> <li>*Animals</li> <li>*Monsters</li> </ul>
<b><u>Year 4</u></b>	<ul style="list-style-type: none"> <li>• Classroom Instructions</li> <li>• Greetings</li> <li>• Numbers</li> <li>• Joyeux Noël</li> </ul>	<ul style="list-style-type: none"> <li>• Talking about your family</li> <li>• Saying why you like a range of free time activities</li> <li>• Talking about where you live</li> </ul>	<ul style="list-style-type: none"> <li>• Describing clothes</li> <li>• Describing your Bedroom</li> <li>• Appearance</li> </ul>
<b><u>Year 5</u></b>	<ul style="list-style-type: none"> <li>• Classroom Instructions</li> <li>• Revision of months and numbers</li> <li>• Create a "Carte d'Identité"</li> <li>• Joyeux Noël</li> </ul>	<ul style="list-style-type: none"> <li>• Re-visit Leisure activities including opinions.</li> <li>• Introduction of NEAR FUTURE tense</li> <li>• My Family</li> </ul>	<ul style="list-style-type: none"> <li>• House and Town</li> <li>• Clothes – reinforce FUTURE TENSE</li> <li>• Quel temps fait-il? - Weather forecasts</li> </ul>
<b><u>Year 6</u></b>	<ul style="list-style-type: none"> <li>• Further classroom Instructions</li> <li>• Days/Months /Big numbers</li> <li>• Joyeux Noël</li> </ul>	<ul style="list-style-type: none"> <li>• Family – Introduction of "MY"</li> <li>• Advantages and disadvantages of my town</li> </ul>	<ul style="list-style-type: none"> <li>• Clothes – Introduction of PAST TENSE</li> <li>• Food and Drink</li> </ul>



## MFL (French) Long term plan

### Autumn Term

#### Year 3

##### Classroom Instructions

Pupils are encouraged to use Target Language from their very first lesson and this is reinforced throughout all their KS2 MFL lessons. Pupils begin to understand simple classroom instructions and start to use short phrases when speaking to their teacher and other pupils.

##### Greetings

Pupils are able to ask each other "Comment t'appelles-tu?" and "Ça va?" and use "Je m'appelle" and a range of answers to say how they are feeling.

##### Numbers up to 30.

Once having learned the numbers up to 30, pupils then learn the months of the year in French. Through a variety of games and various learning activities such as surveys and other speaking tasks, pupils are able to ask each other when their birthday is and give their own reply.

##### Joyeux Noël

Christmas vocabulary and activities



### Spring Term

##### As-tu des frères et des sœurs?

(Do you have brothers and sisters?)

Pupils use J'ai.... To give their replies as a sentence.

##### J'aime / je n'aime pas....

(Likes and dislikes)

Pupils use a range of SPORTS and ACTIVITIES to talk about what they like to do. Verbs such as écouter, regarder and jouer are introduced.

(Introduction to masculine/feminine nouns)

##### Dans ma ville.... (In my town..)

Pupils learn up to 10 places in the town. By using Il y a ..., short sentences are produced. Some pupils will start to use conjunctions such as "et" and "Aussi".

##### Ma maison. (My house)

Rooms of the house are introduced as pupils reinforce the use of Il y a..... and "et".

### Summer Term

##### Les Vêtements (Clothes)

Reinforcement of J'aime and je n'aime pas as pupils talk about which items of clothing they like/don't like to wear.

##### Les animaux (Animals)

Pupils name various pets and say which they have and which ones they like.

##### Mon monstre (My monster)

Parts of the body are introduced and reinforced through various games, songs, and a range of learning activities.


Pupils will eventually design their own monster and write a description about it, using Il/elle a ... This will reinforce previous learning of numbers as a description of the monsters body is written using short sentences.

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	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>Year 4</u>	<p><u>Classroom Instructions</u> Pupils are encouraged to use Target Language from their very first lesson and this is reinforced throughout all their KS2 MFL lessons. Pupils begin to understand simple classroom instructions and start to use short phrases when speaking to their teacher and other pupils.</p> <p><u>Greetings</u> Reinforcement of yr 3 greetings as pupils are able to ask each other “Comment t’appelles-tu?” and “Ça va?” and use “Je m’appelle” and a range of answers to say how they are feeling.</p> <p><u>Numbers up to 30.</u> After practising giving their own date of birth, pupils will extend this further by using the 3<sup>rd</sup> person using Il/Elle a ...ans .</p> <p><u>Joyeux Noël</u> Christmas vocabulary and activities</p>	<p><u>As-tu des frères et des sœurs?</u> <u>Family Information</u> Pupils use J’ai.... To give their replies as a sentence and include age in 3<sup>rd</sup> person. <u>J’aime / je n’aime pas....</u> <u>Saying WHY you like or dislike Freetime activities</u> Pupils use a range of FREETIME ACTIVITIES to talk about what they like to do. Verbs such as écouter, regarder ,jouer and aller are introduced and some reinforced from yr 3. NEGATIVE opinions are added using je n’aime pas.... Higher level structures are achieved through use of “car c’est.....”, as pupils say WHY they like/dislike certain activities.</p> <p><u>Où j’habite....</u> <u>(Where I live...)</u> Pupils talk in more detail about where they live . Reinforcement of places in the town. By using Il y a ..., and “Il n’y a pas de...” longer sentences are produced. Some pupils will start to use conjunctions such as “et”, “Aussi” and “mais”.</p>	<p><u>Les Vêtements (Describing items of clothing)</u> Reinforcement of J’aime and je n’aime pas , together with introduction of “Je préfère” as pupils talk about which items of clothing they like/don’t like, and prefer to wear. Introduction of Adjectival agreements as pupils describe items of clothes by colour and size.</p> <p><u>Ma chambre. (My Bedroom)</u> Bedroom items are introduced as pupils reinforce the use of Il y a..... and “Il n’y a pas de...”</p> <p><u>Ma famille. (My Family)</u> Family members are introduced and reinforced through various games, speaking tasks, and a range of learning activities. “Describing appearance “is introduced as pupils conjugate the verb “Être” to describe not only themselves, but also other members of their family,</p>



## MFL (French) Long term plan

	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<b><u>Year 5</u></b> 	<p><u>Classroom Instructions</u> Pupils are encouraged to use Target Language throughout every MFL lesson. In year 5, pupils begin to understand a wider range of classroom instructions and start to use longer phrases when speaking to their teacher and other pupils.</p> <p><u>Reinforcement of Months and numbers through “C’est quand, ton anniversaire?”</u></p> <p><u>Numbers beyond 30.</u> After practising giving their own date of birth, pupils will extend this further by using the 3<sup>rd</sup> person using Il/Elle a ...ans . Pupils will use the structure “Son anniversaire, c’est le ...” to speak about other pupils. Pupils will also complete a “Carte d’Identité”, thus consolidating their learning on personal information such as Name, age, Feelings and Birthday.</p> <p><u>Joyeux Noël</u> Christmas vocabulary and activities</p>	<p><u>J’aime / je n’aime pas... (Likes and Dislikes)</u> Pupils use a range of LEISURE ACTIVITIES to talk about what they like to do. Verbs such as écouter, regarder ,jouer and aller are reinforced. . Further opinions are added including “J’adore” and “Je déteste” Higher level structures are achieved through use of “car c’est.....”, as pupils say WHY they like/dislike certain activities using adjectives such as nul, facile, difficile, intéressant, and amusant. FUTURE TENSE is included as pupils use JE VAIS + infinitive to say what they ARE GOING TO DO.</p> <p><u>Ma famille (My Family)</u> Consolidation of family descriptions and introduction of Je suis fils unique/fille unique as pupils start to conjugate further ÊTRE and AVOIR</p>	<p><u>Où j’habite... (Where I live)</u> Pupils talk in more detail about WHY they like/dislike the area where they live. Reinforcement of il y a/ il n’y a pas de and “car” Pupils are able to write/say longer more complex sentences as they use a wider range of vocabulary, building on previous learning, and higher level conjunctions to extend their sentences.</p> <p><u>Les Vêtements (Clothes)</u> Reinforcement of J’aime / je n’aime pas / and je préfère with the verb “PORTER” , as pupils talk about which items of clothing they like/don’t like, and prefer to wear. Conjugation of REGULAR –ER verbs (Aimer and Préférer) enables pupils to really increase what they are able to say and who they are talking about. FUTURE TENSE is reinforced further through conjugation of verb “ALLER” Consolidation of prior Learning and reinforcement of grammatical accuracy through Adjectival agreements as pupils describe items of clothes by colour and size.</p> <p><u>Quel temps fait? (The Weather)</u> Weather phrases introduced as pupils start to create “Quand” sentences, saying what they do (re-visit leisure activities) depending on what the weather is like. SIMPLE FUTURE TENSE – Weather forecasts to be produced</p>

# MFL (French) Long term plan



Year 6

## Autumn Term

### Classroom Instructions

Pupils are encouraged to use Target Language throughout every MFL lesson. In year 6 pupils begin to understand an even wider range of classroom instructions and start to use longer phrases when speaking to their teacher and other pupils.

### Reinforcement of Months and numbers beyond 30

After practising giving their own date of birth, pupils will extend this further by using the 3<sup>rd</sup> person using Il/Elle a ...ans . Pupils will use the structure “Son anniversaire, c’est le ...” to speak about other pupils. Pupils will also complete a “Carte d’Identité”, thus consolidating their learning on personal information such as Name, age, Feelings and Birthday.

### Joyeux Noël

Christmas vocabulary and activities

## Spring Term

### Ma Famille (Family)

Consolidation of family descriptions as pupils reinforce conjugating even further ÊTRE and AVOIR and the use of MON, MA and MES. Extended family members are covered in year 6.

### Ma ville – les avantages et les inconvénients. (My Town)

Pupils talk in more detail about what they like/dislike about their town.. New vocabulary is introduced in Year 6 which enables pupils to extend their answers.

## Summer Term

### Les Vêtements (Clothes)

Reinforcement of J’aime / je n’aime pas / and je préfère with the verb “PORTER” , as pupils talk about which items of clothing they like/don’t like, and prefer to wear. Conjugation of REGULAR –ER verbs (Aimer and Préférer) enables pupils to really increase what they are able to say and who they are talking about. FUTURE TENSE is reinforced further through conjugation of verb “ALLER”

Consolidation of prior Learning and reinforcement of grammatical accuracy through Adjectival agreements as pupils describe items of clothes by colour and size. PAST TENSE introduced using regular –ER verb PORTER

### Qu’est-ce que tu aimes manger et boire? (Food and Drink)

Food and Drink vocabulary introduced. Pupils talk about likes, dislike, What they are going to eat/drink and what they ate yesterday. Pupils will also talk about what is healthy and unhealthy as well as keeping fit.

