

# MFL – French

## Curriculum Plan



## SOUTHRIDGE FIRST SCHOOL - MFL : French Long Term Plan

### Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

### 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.

### Subject content for Key Stage 2

Key stage 2: Foreign languages

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.
  - The starred (\*) content above will not be applicable to ancient languages.

**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.

## Nursery

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Classroom instructions</li> <li>• Songs and rhymes</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Greetings</li> <li>• Songs and rhymes</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Numbers to 6</li> <li>• Songs and rhymes</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Je m'appelle</li> <li>• Songs and rhymes</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Songs and rhymes</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Songs and rhymes</li> </ul>
	<ul style="list-style-type: none"> <li>• Classroom instructions</li> <li>• Songs and rhymes</li> </ul>

## Reception

<b>Autumn 1</b>	<b>Sunderland Early Years Autumn Term Unit</b> <ul style="list-style-type: none"> <li>Understand that France is a different country where French is spoken</li> </ul>
<b>Autumn 2</b>	<b>Sunderland Early Years Autumn Term Unit</b> <ul style="list-style-type: none"> <li>French songs and rhymes</li> <li>Respond to and say : bonjour, salut, au revoir, bonne nuit.</li> <li>Take part in a song to practice new vocabulary – deux petit oiseaux.</li> </ul>
<b>Spring 1</b>	<b>Sunderland Early Years Spring Term Unit</b> <ul style="list-style-type: none"> <li>Learn to respond to and say Je m'appelle and respond to et toi?</li> </ul>
<b>Spring 2</b>	<b>Sunderland Early Years Spring Term Unit</b> <ul style="list-style-type: none"> <li>Classroom instructions - use a physical response to show understanding of classroom instructions.</li> </ul>
<b>Summer 1</b>	<b>Sunderland Early Years Summer Term Unit</b> <ul style="list-style-type: none"> <li>Repeat and understand words for 6 colours – red, blue, green, yellow, orange and pink. – song – le arc en ciel.</li> <li>Understand the meaning of mon père, ma mere, mon frère and ma soeur.</li> </ul>
<b>Summer 2</b>	<b>Sunderland Early Years Summer Term Unit</b> <ul style="list-style-type: none"> <li>Parts of the body – la tete, le bras, la main, la jambe, le pied</li> <li>Begin to know numbers to 10</li> <li>Recognise and repeat vocabulary for farm animals</li> </ul>
<b>Supporting Books</b>	<ul style="list-style-type: none"> <li>We're Going on a Bear Hunt / La chasse à l'ours</li> <li>Gruffalo Version Française</li> <li>Zozoo</li> <li>La planet bizarre</li> <li>Les coulers d'Elmer</li> </ul>

**Year 1**

<p><b>Autumn 1</b></p> <p>Jurassic Forest</p>	<p><b>Topic: Dans la Jungle</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Jungle animals</li> <li>• Adjectives</li> </ul> <p>Vocabulary:</p> <p><u>Nouns</u></p> <p>un lion, un tigre, un singe, un éléphant, un crocodile</p> <p><u>Adjectives</u></p> <p>Grand, petit, énorme, féroce, content, triste</p>
<p><b>Autumn 2</b></p> <p>Welcome to Pirate Island</p>	<p><b>Topic: La nativite</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Christmas</li> <li>• Nativity language</li> </ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u></p> <p>une chamber, une étable, un petit bébé, le berger, le roi, un ange, le ciel, les étoiles, mon cadeau, Bonjour, Bonne nuit</p>
<p><b>Spring 1</b></p> <p>Amazing Animals</p>	<p><b>Topic: Tom le Pirate</b></p> <p><b>Focus:</b></p> <p>Adjectives</p> <p>Prepositions</p> <p><b>Vocabulary:</b></p> <p><u>Nouns</u></p> <p>un pirate</p> <p>son bateau</p> <p>le trésor</p> <p>les diamants</p> <p>la mer</p> <p><u>Adjectives</u></p> <p>triste</p> <p>trop petit</p> <p>trop grand</p>

	<u>Prepositions</u> sur dans sous
<b>Spring 2</b>  Growing	<b>Topic: Au Magasin d'Animaux</b>  <b>Focus:</b> <ul style="list-style-type: none"> <li>Pets</li> <li>Adjectives</li> </ul> <b>Vocabulary:</b> <u>Nouns</u> un chat un lapin un cheval une souris un chien un magasin d'animaux <u>Adjectives</u> méchant gros cher petit parfait
<b>Summer 1</b>  Castles	<b>Topic: Lapin , Cheval et Princesse</b>  <b>Focus:</b> Story with a moral.  <b>Vocabulary:</b> <u>Nouns</u> Lapin

	<p>Cheval Princesse <u>Adjectives</u> content grand fâché fatigue</p>
<p><b>Summer 2</b>  Explorers</p>	<p><b>Topic: La Vie d'une Fleur</b></p> <p><b>Focus:</b> Science topic on parts of a plant</p> <p><b>Vocabulary:</b> <u>Nouns</u></p> <ul style="list-style-type: none"> <li>• les racines</li> <li>• la tige</li> <li>• les feuilles</li> <li>• la fleur</li> <li>• l'eau</li> <li>• le vent</li> <li>• le soleil</li> </ul> <p><i>Prepositions</i></p> <ul style="list-style-type: none"> <li>• avec</li> </ul> <p>après</p>

## Year 2

<p><b>Autumn 1</b> Beside the Seaside</p>	<p><b>Sunderland Y2 Autumn Term Unit</b></p> <ul style="list-style-type: none"> <li>• Consolidate previously learnt language.</li> <li>• Revise numbers 1- 12 – un – douze</li> <li>• Revise simple colours rouge, bleu, jaune, vert, orange, blanc, noir, brun, gris, rose, violet</li> <li>• Revise days of the week</li> <li>• Learn to recognise, repeat and chant words for months.</li> </ul>
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<b>Autumn 2</b> Fireworks	<b>Sunderland Y2 Autumn Term Unit</b> <ul style="list-style-type: none"> <li>Demonstrate understanding of weather expressions – Quel temps fait-il, il fait beau, il fait mauvais, il fait froid, il pleut, il neige etc.</li> <li>Recognise and repeat some simple words related to winter clothing – un bonnet, une écharpe, un manteau, un pantalon, des bottes etc.</li> <li>Respond to question language Qu'est-ce que c'est</li> </ul>
<b>Spring 1</b> Living on an Island	<b>Sunderland Y2 Spring Term Unit</b> <ul style="list-style-type: none"> <li>Recognise names of fruit and vegetables, and start to use them – J'aime les oranges, les bananes, les fraises, les poires, les pommes. Je n'aime pas.... Les carottes, les tomates etc.</li> </ul>
<b>Spring 2</b> Local Heroes	<b>Sunderland Y2 Spring Term Unit</b> <ul style="list-style-type: none"> <li>Learn to recognise and repeat words previously taught words for parts of the face and respond to them with actions or by drawing – les yeux, la bouche, le nez, les oreilles, les cheveux.</li> </ul>
<b>Summer 1</b> Take a Trip Around the World	<b>Sunderland Y2 Summer Term Unit</b> <ul style="list-style-type: none"> <li>Classroom commands – ongoing throughout: Levez-vous, Regardez, Asseyez-vous, Répétez, Écoutez.</li> </ul>
<b>Summer 2</b> Wheels, Wings and other Things	<b>Sunderland Y2 Summer Term Unit</b> <ul style="list-style-type: none"> <li>Consolidation of all previously learnt language through various games and activities.</li> <li>Use knowledge to take part in a story/play- i.e. Noah's Ark.</li> </ul>
<b>Supporting Books</b>	<ul style="list-style-type: none"> <li>Hungry Caterpillar</li> </ul>

## Year 3

<b>Autumn 1</b> The Stone Ages	<b>Unit 1 – Je parle le français</b> <ul style="list-style-type: none"> <li>Where is France? Geographical position. How do you get there? Capital city, monuments, governance, key cities and rivers, climate etc</li> <li>Revise from KS1 – greetings, asking and answering names</li> <li>Revise from KS1 classroom commands e.g. Regardez, Écoutez, Arrêtez, Levez-vous, Asseyez-vous, Répétez, Touchez Silence, Écrivez, Marchez, Sautez, Tournez, Frappez etc.</li> <li>Ask and answer questions about how they are.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Say thank you.</li> <li>• Numbers 1-12</li> <li>• Reinforcement and consolidation of classroom object vocabulary</li> <li>• Identify masculine, feminine and plural.</li> <li>• Introduce mon, ma, mes.</li> <li>• Write sentences describing classroom, pencil case, bag etc</li> </ul>
<b>Autumn 2</b> The Stone Ages to Bronze Age	<b>Christmas Unit- Je parle francais</b> <ul style="list-style-type: none"> <li>• Understand 'combien de'</li> <li>• How French children celebrate Christmas</li> <li>• Naming, reading and writing vocabulary associated with Christmas e.g. Noël, une chaussette, papa Noël, père Noël, un bonhomme de neige une étoile, une bougie, un rouge gorge, un arbre de Noël etc.</li> <li>•</li> </ul>
<b>Spring 1</b> The Romans	<b>Unit 2 – Je me présente'</b> <ul style="list-style-type: none"> <li>• Numbers 13-20</li> <li>• Where do you live</li> <li>• Say where they live and asking others where they live</li> <li>• Say which country they live in and which (main) language they speak</li> <li>• Say the names of the countries surrounding France</li> <li>• Asking and answering questions orally and in written form</li> </ul>
<b>Spring 2</b> The Romans	<b>Unit 2 – Je me présente'</b> <ul style="list-style-type: none"> <li>• Days of the week</li> <li>• Written descriptions of the weather</li> <li>• Asking and answering questions</li> <li>• Alphabet</li> </ul>
<b>Summer 1</b> WWII	<b>Unit 3 - Ma Famille</b> <ul style="list-style-type: none"> <li>• Numbers 21-30</li> <li>• Describing members of the family</li> <li>• Reading and writing a letter about my family</li> <li>• Asking and answering questions</li> </ul>
<b>Summer 2</b> WWII	<b>Unit 3 - Ma Famille</b> <ul style="list-style-type: none"> <li>• Colours and preferences</li> <li>• Asking and answering questions</li> </ul>
<b>Supporting Books</b>	<ul style="list-style-type: none"> <li>• Enfin la paix</li> <li>• Homme de couleur</li> <li>• Loup, loup y es-tu?</li> <li>• La planete bizarre</li> </ul>

## Year 4

<b>Autumn 1</b> Ancient Egypt	<b>Unit 4 – Les Animaux</b> <ul style="list-style-type: none"><li>• Numbers 31-40</li><li>• Name of pets</li><li>• Revision of masculine and feminine nouns</li><li>• Opinions about pets</li></ul>
<b>Autumn 2</b> The Water Cycle and Rivers	<b>Unit 4 – Les Animaux</b> <ul style="list-style-type: none"><li>• Revision of plural nouns.</li><li>• Masculine and feminine adjectives</li><li>• Adjectives: colour, size and quality.</li><li>• Writing a description of pets</li><li>• Stories: in the pet shop</li><li>• Reading and writing an animal colour poem.</li></ul>

<p><b>Spring 1</b> The Rainforest</p>	<p><b>Unit 5 – Mon Anniversaire</b></p> <ul style="list-style-type: none"> <li>Numbers 41-60</li> <li>Telling the time</li> <li>Daily routines – er verbs</li> <li>Reading and writing a letter about a typical day.</li> <li></li> </ul>
<p><b>Spring 2</b> Producers, Predators and Prey</p>	<p><b>Unit 5 – Mon Anniversaire</b></p> <ul style="list-style-type: none"> <li>Months of the year and festivals</li> <li>Asking someone when their birthday is and saying when their own is</li> <li>Writing birthday greetings</li> <li>Seasons and revision of the weather – writing descriptions of the seasons using months and weather phrases</li> <li>Learning and writing weather poems</li> </ul>
<p><b>Summer 1</b> Great Victorians</p>	<p><b>Unit 6 – Le Monde</b></p> <ul style="list-style-type: none"> <li>Countries surrounding France and the location of French towns.</li> <li>Revision of j'habite a/ j'habite en</li> <li>Question words and asking questions</li> <li>Present tense of verb aller (singular form)</li> <li>Information about Paris</li> </ul>
<p><b>Summer 2</b> Why is Newcastle such a great place to live?</p>	<p><b>Unit 6 – Le Monde</b></p> <ul style="list-style-type: none"> <li>Points of the compass</li> <li>Describing one's home town</li> <li>Sending a postcard from a holiday destination.</li> </ul>
<p><b>Supporting Books</b></p>	<ul style="list-style-type: none"> <li>Loup loup, y es-tu?</li> <li>Home de couleur</li> <li>Toc toc monsieur croc</li> <li>The rabbit problem</li> <li>There was an old woman who swallowed a fly</li> <li>Le problème avec les lapins</li> </ul>