



Ings Farm Primary Long Term Plan

**MFL-(French)
2017-2018**

**Skills &
Processes**

1	Understand and respond to spoken and written language from a variety of sources.
2	Speak with increasing confidence, finding ways of communicating what to say.
3	Improve the accuracy of pronunciation and intonation.
4	Begin to write at varying length, using grammatical structures learnt.
5	Demonstrate a growing vocabulary.
6	Develop an appreciation of a range of writing.

Skills & Processes involved - Indicate by term or **C** for continuous

Year	Term 1	Term 2	Term 3	1	2	3	4	5	6
Nursery	<p>Foundation and KS 1 are using French songs to complete their Wake and Shake activities. This will introduce the concept of a different language and some of the vocabulary to the younger children.</p> <p>Year 2 will use Rigalo to introduce French vocabulary to the children in preparation for their transition into KS2 and weekly French lessons.</p>								
Reception									
Year 1									
Year 2									
Year 3	<p>Follow Year 3 Resources and lesson plans on LP Lessons 1-10 Numbers 0-6</p> <p>Greetings Hello! Hello + name Bonjour monsieur/ madame/ mademoiselle What is your name? Happy Christmas.</p> <p>Classroom phrases e.g. Sit down, sit properly, cross your arms, listen, stand up, show me, look, be quiet, touch</p> <p>Adjectives e.g. Blue, grey, yellow, red and green</p>	<p>Follow Year 3 Resources and lesson plans on LP Lessons 11-20 Numbers 7 -10</p> <p>Phrase of celebration Happy new year!</p> <p>Vocabulary for spelling skills Consonant, vowel, more alphabet letters</p> <p>Verbs e.g. Walk, walk on your tip toes, jump, run</p> <p>Adverbs Slowly, quickly</p> <p>Asking politely Please, thank you, here is</p>	<p>Follow Year 3 Resources and lesson plans on LP Lessons 21-30 Numbers 11- 31</p> <p>Vocabulary from a song A tee shirt, some trousers, a jumper, a hat I put on</p> <p>Responding to questions Yes, no</p> <p>Days of the week Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday Today it is... Yesterday it was..... Tomorrow it will be.....</p> <p>Taking the register Feminine and masculine way of responding</p>	C	C	C	T 3	C	C

	<p>Vocabulary for spelling skills How do you spell it? Some alphabet letters</p> <p>Vocabulary for sentence building Here, and, a snowman, Father Christmas, a reindeer, a cat, a dog, a present, a tree</p>	<p>Masculine and feminine nouns e.g. What is it? A pencil, a pen, a rubber, a ruler, a brush, some felt</p> <p>Punctuation A comma A full stop</p>	<p>Punctuation e.g. Open the speech marks Close the speech marks</p>						
Year 4	<p>Follow Year 4 Resources and lesson plans on LP Lessons 1-10 Questions, answers and sentence building e.g. What is it? It is + name It is not + name In this bag there is..... and.....</p> <p>Further adjectives e.g. White, brown, black, orange and pink</p> <p>Vocabulary for a game Coin! Coin! Encore! (More!)</p> <p>Masculine nouns e.g. A donkey, an aeroplane, a chameleon, a pig, an elephant, a ferret, a lion, a lamb, a butterfly, a bear and a parrot.</p> <p>Feminine nouns A mouse, a chicken, a frog, a whale, a bee a spider, a caterpillar, a dragon fly, a panther and a parakeet.</p>	<p>Follow Year 4 Resources and lesson plans on LP Lessons 11-20 Adjectives that precede the noun e.g. little, big</p> <p>Sentence starters e.g. My place- In my bedroom In my closet-cupboard</p> <p>Verbs e.g. To dance, to jump, to fly and to swim</p> <p>Punctuation e.g. Exclamation point, question mark</p> <p>Months January to December. This month it is.... Last month it was..... Next month it will be.....</p>	<p>Follow Year 4 Resources and lesson plans on LP Lessons 21-30 Vocabulary from a song Breeches (trousers), a shirt, a jacket, glasses What are you doing?</p> <p>Questions and answers e.g. How many pigs are there? There are 5 pigs What is the date today? It is the + date</p> <p>Phrases of celebration / greeting e.g. Have a good holiday Happy birthday Have a good birthday</p> <p>Towns in France e.g. Amiens, Angers, Avignon, Bordeaux, Calais, Cherbourg, Dieppe, Dijon, Lyon, Marseille, Nantes, Nice, Paris, Reims, Tours</p>	C	C	C	C	C	C
Year 5	<p>Follow Year 5 Resources and lesson plans on LP Lessons 1-10 Masculine nouns A duck, a camel, a horse, a crocodile, a</p>	<p>Follow Year 5 Resources and lesson plans on LP Lessons 11-20 Adjectives that precede the noun e.g. Yellow, nice one</p>	<p>Follow Year 5 Resources and lesson plans on LP Lessons 21-30 Telling the time What time is it?</p>	C	C	C	C	C	C

	<p>dolphin, a snail, a rabbit, a wolf, a blackbird, a fish, a robot, a fox, a monkey and a zebra</p> <p>Feminine nouns A doe, a ladybird, a goat, a star, an ant, a magpie, a tortoise and a cow</p> <p>French food Garlic mayonnaise, salmon pate, duck pate with green peppers, honey sweets, galettes from Brittany, fruit juice, nougat</p> <p>Healthy food Celery, cucumber, carrots, olives, radishes, and tomatoes.</p> <p>Expressions and opinions e.g. I like, I do not like + noun, it is very good, it is delicious</p> <p>Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement e.g. Incredible! You can't be serious You're having a laugh Are you kidding No! It's not possible It is not right But finally Gosh Shucks</p>	<p>Adverbs of place/sentence starters My place, in the garden, in the pear tree, in the garage, in the room, in the swimming pool, in the kitchen</p> <p>Adverbs of time/frequency Today, now, following, sometimes, at +(time on a clock)</p> <p>Verbs e.g. To go, to be, to sing, to knit, I hear, I see, I think that</p> <p>Simple negatives Is not, will never</p> <p>Immediate future tense To go + the infinitive verb</p> <p>Asking questions e.g. Where is the whale? What is the ladybird doing? What is he doing? Where has the Lion gone? The cat, what is he doing?</p> <p>Subject pronouns e.g. I, you, he, she, they (masculine and feminine)</p> <p>Disjunctive pronouns e.g. Me, you, them, she, her</p>	<p>It is one o'clock, two o'clock, three o'clock etc... Half past</p> <p>It is mid-day (noon), it is midnight, also half past.</p> <p>Expressions of annoyance, impatience, disappointment, frustration, disbelief, joy, disagreement e.g. Shucks Gosh But finally You're having a laugh Are you kidding It's not right It's not possible NO! You can't be serious Incredible</p> <p>Relative pronoun Who (e.g. a pig who sings)</p> <p>Conjunction But</p> <p>Numbers 32- 60</p>						
Year 6	<p>Follow Year 6 Resources and lesson plans on LP Lessons 1-10 Sequencing skills Forwards and backwards Before and after</p> <p>Dictionary skills</p>	<p>Follow Year 6 Resources and lesson plans on LP Lessons 11-20 Learning vocabulary for sound, spelling and meaning. Pronunciation- different ways of pronouncing the letter h.</p> <p>Phonic skills,</p>	<p>Follow Year 6 Resources and lesson plans on LP Lessons 21-30 Phonic skills Digraph; ph, ch Letter combination - oin, ien, ain, ein, ill, aill, eill, euill, ouill, Letter y making the phoneme ii, k, x, w, e making the phoneme a</p>	C	C	C	C	C	C

	<p>Revision of time- On the hour and half hour Introduce quarter to and quarter past Time to the hour</p> <p>Phonic skills Words with the soft C sound. Recognition of s and z sounds, silent h, digraph ai ,ei, au, and eau</p> <p>Adverbial phrases In the woods, in the forest, in the street, behind a bush</p> <p>Verbs (infinitive and finite forms) Whistle, snore, hide, walk, read, sleep</p> <p>Numbers 60-100 plus the written form of some of these numbers.</p> <p>Revision of adjectives and agreement Revision of verbs and agreement.</p> <p>Sentence building Creating spoken sentences including plurals. Creating written sentences including plurals. Creating more complex sentences. Writing sentences using a model.</p> <p>Listen and perform to French music.</p>	<p>Digraphs; eu, qu, gu</p> <p>Trigraph; oeu, Phonemes; o,oe Consonant blends; fr, vr, pr, tr, cr, br, dr, gr, fl, pl, cl, bl, gl Use of the circumflex accent.</p> <p>Reading skills Read and understand the main points and some detail from a short written passage. Understand verb ending- ent Practise reading aloud. Read books to other year groups.</p> <p>Writing skills Memorise and write sentences</p> <p>Sentence building Creating spoken sentences using nouns, verbs, conjunctions, and adverbs. Creating written sentences using nouns, verbs, conjunctions, and adverbs. Recognition of spoken plural forms by context. Recognition of written plural forms. Memorise a sequence of sentences. Using the conjunction- but Using questions with that or which.</p> <p>Using number Mental arithmetic and times tables</p> <p>Speaking skills Developing simple conversations.</p>	<p>Performance skills Performance of Little Red Riding Hood</p> <p>Revise Functions of the main parts of speech</p> <p>Sentence Building Talking about the future Talking about the past Spoken sentences using adverbs about time and place Creating spoken and written sentences using past tenses, adverbs of time and place, a noun an adjective, conjunction and a relative pronoun</p> <p>Reading Read and understand the main points and some detail from a short written passage.</p> <p>Memorisation and writing skills Memorise a sequence of sentences</p>						
Whole School									
<p>working context This is the third year of following this MFL curriculum; Year 3, 4 and 5 will follow their respective curriculum. Year 6 will move on to the Year 5 plans. This</p>	<p>KS1 Year 2, in Term 3b, introduce some French vocabulary by using Rigalo. Use French songs for 'Wake and Shake' on a weekly basis.</p>		<p>KS2 Develop independent use of vocabulary. Aim to use vocabulary in a wider range of classroom situations, use vocabulary cards provided. Slides for daily use in registration on LP in MFL, resources. Catherine Cheater scheme for lesson plans and resources.</p>						

progress will continue each year until all year groups are working in their relative year group plans.

Rigalo can be used as an extra resource to support learning.