



Ings Farm Primary Long Term Plan

**MFL-(French)
2018-2019**

**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>Term 1a. Unit 1. Moi (All about me)</p> <p>In this unit children will: Learn to greet others Learn to say how they are Learn how to ask and answer questions about names Learn that French is spoken in France and elsewhere in the world Discuss linguistic diversity within their class</p> <p>New language Functions (purpose): Greeting Making simple statements Asking simple questions</p> <p>Grammar: ç cedilla in <i>ça va</i> Inversion verb - pronoun in questions</p> <p>Phonic focus: on – u -j</p>	<p>Term 2a Unit 3 La jungle (Jungle)</p> <p>In this unit children will: Learn the names of some jungle animals Recognise that some words occur in both English and French, although they may sound different Use numbers to count animals Begin to use adjectives of size New language Functions (purpose): Asking questions and making statements about jungle animals: <i>Qu'est-ce que c'est?</i> <i>C'est ...</i> <i>Je suis un.....</i> Grammar: Adjectives for 'big' and 'small' precede nouns: <i>un petit éléphant</i> Adjectives agree with the noun add 's' for plurals: <i>un petit tigre....2 petits tigres</i> Indefinite articles: masculine = <i>un</i>, feminine = <i>une</i> Acute accent: <i>araignée</i>, grave accent: <i>gouttière</i> Phonic focus:</p>	<p>Term 3a Unit 5: Vive le sport (Our sporting lives)</p> <p>In this unit children will: Learn the days of the week Learn the names for some sports Learn to say what activities they play/do on particular days Learn some poems and songs Revise -Which is your favourite? (sport) Further option: revise likes/dislikes</p> <p>New language Functions (purpose): Making simple statements (about activities) Expressing preference Asking and answering simple questions Days of the week (Likes and dislikes – sports) Grammar: Questions with <i>Qu'est-ce que ...?</i> Questions : <i>C'est quel/quelle ... ?</i> <i>jouer : je joue, tu joues</i> <i>faire: je fais, tu fais</i> <i>jouer au</i> (+ sport) <i>faire du/de la/de l'</i> (+ sport) <i>c'est + noun/colour adjective</i></p>				C	C	C	T3	C	C

	<p>Term 1b. Unit 2 Les Couleurs (Colours)</p> <p>In this unit children will: Learn the colours in French Learn about games played in France e.g. la pétanque</p> <p>New language Functions (purpose): Asking questions and making statements about colours Simple instructions Expressing likes</p> <p>Grammar: Imperatives (<i>vous</i> form) Colour adjectives follow nouns: <i>un éléphant bleu</i> Use of definite article when saying likes and dislikes: <i>J'aime le bleu.</i></p> <p>Phonic focus: <i>ou (rouge)</i> pronounced oo as in "soon" <i>ge (rouge)</i> like <i>j</i> in <i>bonjour</i> <i>eu (bleu)</i> pronounced "uh!" <i>an (blanc)</i> nasal sound – not found in the English Language silent consonants (<i>gris, violet</i>)</p>	<p><i>ee (gipsie, pluie)</i> <i>gn (araignée)</i> ère <i>erre (terre, gouttière)</i> = "air" <i>ent (serpent) ant (éléphant)</i> <i>in (singe)</i> <i>i (crocodile)</i> <i>oui</i> (pronounced <i>we</i>), <i>Il</i> (pronounced <i>y</i>) <i>éléphant</i> and <i>serpent</i> have silent <i>t</i>.</p> <p style="text-align: center;">Term 2b.</p> <p>Unit 4 Tutti Frutti In this unit children will: Learn the names of some fruits Read descriptions Write simple sentences to describe their own fruit kebab Express likes and dislikes about fruit</p> <p>New language Functions (purpose): Making simple statements (about fruits) Giving simple descriptions Expressing likes and dislikes (about fruit) Expressing preferences Answering simple questions</p> <p>Grammar: Questions using <i>Qu'est-ce que ...?</i> <i>C'est</i> + adjective Definite and indefinite articles – masculine and feminine Singular and plural nouns <i>J'aime les</i> + noun Possessive adjectives <i>mon, ton</i> Negatives <i>ne ... pas</i></p> <p>Phonic focus: <i>oi</i> (as in <i>toi</i>) <i>é</i> (as in <i>préféré</i>) <i>r</i> (as in <i>trois</i>) Silent last consonant</p>	<p>Phonic focus: <i>ou</i> compared with <i>u</i> <i>en</i> as in <i>vendredi</i>, <i>an</i> as in <i>dimanche</i> Silent last consonants (+ exceptions for words borrowed from English) <i>un</i> as in <i>lundi</i> <i>-tation</i> ("ta seeon") <i>natation/équitation</i></p> <p style="text-align: center;">Term 3b</p> <p>Unit 6: La météo (Weather forecast) In this unit pupils will: Learn the names and locations of some towns in France Learn some phrases about the weather</p> <p>New language Functions (purpose): Making simple statements (about places) Describing the weather Days of the week Answering simple questions</p> <p>Grammar: Questions : using <i>Quel ...?</i> <i>faire de : il fait du/de la/de l'</i> <i>il y a + du/de la/de l'</i> <i>il fait</i> + adjective <i>à</i> + town Directions : N, S, E, W</p> <p>Phonic focus: <i>au/aud/eau/eaux/o</i> – all pronounced "oh" <i>ait</i> as in <i>fait</i>, <i>ais</i> as in <i>mauvais</i> <i>u</i> as in <i>nuages</i> Silent last consonants Rhyming patterns</p>						
Year 4	<p style="text-align: center;">Term 1a</p> <p>Unit 7 Les Monstres (Monsters)</p> <p>In this unit pupils will: Learn the names for the main parts of the body Revise numbers to 10 Use newly learnt vocabulary to describe themselves</p>	<p style="text-align: center;">Term 2a</p> <p>Unit 9 Les animaux (Pets)</p> <p>In this unit children will: Learn the names for some pet animals Learn to talk about their pets Learn to write simple/complex sentences about</p>	<p style="text-align: center;">Term 3a</p> <p>Unit 11: Je suis le musicien (I am the music man) In this unit pupils will: Learn to say which instrument they play Learn to focus on the rhythm in sentences Use the language and structures to write a rap</p>	C	C	C	C	C	C

<p>and others Learn a traditional French song and dance</p> <p>New language Functions (purpose): Making simple statements about appearance Giving a simple description Giving and responding to oral instructions Using written instructions involving body parts</p> <p>Grammar: Adjectives: agreement and position Avoir: j'ai, il/elle a Plurals Phonic focus: ou as in bouche and genou eu as in bleu and yeux x in six and dix with a noun silent last consonants</p>	<p>their pets. Learn animal songs.</p> <p>New language Functions (purpose): Give a simple description (of an animal) Asking simple questions Using adjectives of size</p> <p>Grammar: Questions – inversion of verb and subject Genders – un/une Plurals of nouns Simple plural agreements Adjectives of size – agreement and position Complex sentences using qui Il y a Syllables</p> <p>Phonic focus: oi – poisson on – poisson, cochon d'Inde, bonjour, marron in (lapin, juin, vingt) ch (sounds 'sh') - chat, chien, cachez silent s/x on plurals silent h on hamster</p>	<p>New language Functions (purpose): Making simple statements (about musical instruments) Say the instrument you play Expressing and qualifying opinions (including with adjectives)</p> <p>Grammar: aimer + noun jouer + du, de la (with a musical instrument) Questions: using Qu'est-ce que ... ? Questions: using Qui... ?</p> <p>Phonic focus: qu as in musique on as in violon and saxophone gu as in guitare Syllables</p>						
<p style="text-align: center;">Term 1b</p> <p>Unit 8 Le calendrier des fêtes (Calendar of festivals) In this unit pupils will: Learn the months and dates in French Study a range of different festivals celebrated in French **As this unit is planned for Autumn term 2, part of the unit will be spent learning about Christmas traditions in France</p> <p>New language Functions (purpose): Saying the date Making simple statements Months of the year Seasons Numbers 11 to 31</p> <p>Grammar: Questions using quel(le) Date with and without the day en + month</p>	<p style="text-align: center;">Term 2b</p> <p>Unit 10: Au marché (At the market) In this unit pupils will: Compare shopping in French markets with their own experiences Learn names for vegetables in French Learn how to buy some vegetables</p> <p>**This unit also contains extra lesson ideas and resources to explore healthy/unhealthy foods based on The Very Hungry Caterpillar</p> <p>New language Functions (purpose): Saying what you would like (buying food) Prices and amounts – using numbers to 10, multiples of 10 and 100, Euro Quantities of food – number and weights Make statements whether food is healthy or not</p> <p>Grammar: Definite and indefinite articles avoir – J'ai</p>	<p style="text-align: center;">Term 3b</p> <p>Unit 12: À la mode (Fashion) In this unit pupils will: Learn vocabulary for a range of clothes Learn to say what they and others wear in different weathers/seasons</p> <p>New language Functions (purpose): Describe what they and others are wearing Describe the weather Describe what they wear in different weathers/seasons</p> <p>Grammar: Possessive adjectives : mon, ma, mes Indefinite articles: un/une and des Genders Porter: je, il and elle Complex sentences starting with a clause using Quand</p> <p>Phonic focus: é as in était, es, les, mets</p>						

	<p>Preposition – <i>pour</i> <i>C'est</i> + month</p> <p>Phonic focus: <i>bre</i> as in <i>septembre</i> <i>j</i> as in <i>janvier, juin, juillet</i></p>	<p><i>vouloir -Je voudrais</i> (I would like) Plural nouns with <i>les, des</i> or number Preposition <i>de</i> (e.g. <i>un kilo de ...</i>)</p> <p>Phonic focus: silent last consonant <i>ou</i> pronounced 'oo' <i>ais</i> pronounced 'eh' as in <i>voudrais</i> <i>gn</i> and <i>on</i> as in <i>oignon</i> and <i>champignon</i> <i>ille</i> as in <i>citrouille</i></p>	<p><i>ch</i> as in <i>chapeau, chemise, chaussures</i> <i>eau</i> as in <i>beau, chaud, manteau, zoo</i> Silent consonants, as in <i>loup, mets</i> Rhyming</p>						
Year 5	<p style="text-align: center;">Term 1a</p> <p>Unit 13: Ma famille (My family) In this unit pupils will: Learn to talk about their family Give an oral presentation</p> <p>New language Functions (purpose): Making statements to answer questions about their family Introducing people</p> <p>Grammar: Possessive adjectives: <i>mon/ma</i> <i>s'appeler: il/elle</i> forms <i>avoir: J'ai, tu as, il/elle a</i> negative <i>je n'ai pas</i> <i>de</i> after negative <i>être: Je suis</i> Questions: Without inversion and with inversion of verb and subject Singular and plural nouns Relative pronoun: <i>qui</i></p> <p>Phonic focus: <i>è</i> as in <i>frère, père, mère</i> <i>ère</i> rhymes with <i>aire</i> <i>sœur</i> sounds like 'sir' <i>un/une</i></p>	<p style="text-align: center;">Term 2a</p> <p>Unit 15: Cher Zoo (Dear Zoo) In this unit children will: Learn names for zoo animals Learn and use some adjectives to describe zoo animals Use past tenses to recount a zoo visit</p> <p>New language Functions (purpose): Making statements (about zoo animals) Writing a postcard Using adjectives to add detail to animal descriptions Using adjectives to express opinions Telling the time using the 24 hour clock</p> <p>Grammar: Pronouns: <i>il/elle</i> used for 'it' Pronouns: <i>ils/elles</i> used for 'they' Adjectives – agreement with noun/pronoun – by gender and singular/plural <i>être</i>: imperfect tense – 3rd person singular/plural - <i>était/étaient</i> <i>aller</i>: perfect tense – 1st person singular – <i>Je suis allé/allée</i> (masculine/feminine)</p> <p>Phonic focus: Alphabet <i>é/ait</i> as in <i>renvoyé, était, parfait</i> Short vowel sounds <i>zoo</i> sounds like "zoh" Cedillas: <i>ç</i> is pronounced "s" as in <i>reçu</i> Silent last consonants e.g. <i>mais</i> and <i>trop</i> Pronunciation of feminine forms of some adjectives e.g. <i>glissante</i></p>	<p style="text-align: center;">Term 3a</p> <p>Unit 17: Vive le temps libre (Our free time) In this unit pupils will: Learn to talk about more hobbies Learn to use the future tense Design a poster about themselves</p> <p>New language Functions (purpose): Describing future plans (for free time activities) Saying which hobbies they like to do</p> <p>Grammar: Future tense: <i>aller</i> + an infinitive e.g. <i>Je vais</i> + infinitive <i>Je vais jouer</i> <i>J'aime</i> + infinitive <i>lundi</i> = On Monday <i>Le weekend</i> = At the weekend <i>habiter</i> + preposition + town/city or country</p> <p>Phonic focus: <i>ais</i> as in <i>vais</i> – short vowel sounds Silent last consonant unless followed by a vowel. <i>é</i> as in <i>télé</i> and <i>er</i> as in <i>jouer, écouter</i> <i>e</i> as in <i>regarder</i></p>	C	C	C	C	C	C

	<p style="text-align: center;">Term 1b</p> <p>Unit 14: On fait la fête (Let's celebrate) In this unit pupils will: Learn how to ask and say when their birthday is in French Find out about birthday celebrations in French</p> <p>New language Functions (purpose): Making statements, asking and answering questions: (about their name, age, birthday date and season, saint's day, and sign of the Zodiac) Saying the date Numbers 1 – 31 Months of the year Time: 24 hour clock Writing an invitation/presentation</p> <p>Grammar: Questions: inversion of verb and subject e.g.<i>as-tu?</i> Question word: <i>quel/quelle</i> - agreement avoir: j'ai être: je suis, Subject noun + <i>est</i> Possessive adjectives: <i>mon, ma, ton, ta</i> Prepositions: <i>en</i> + month; <i>en</i> or <i>au</i> + season <i>de</i> + name – <i>l'anniversaire de Julie</i>.</p> <p>Phonic focus: <i>j (joyeux)</i> as in <i>juin, rouge, âge</i> <i>on (mon)</i> as in <i>onze, marron</i> <i>an (ans)</i> as in <i>dans, blanc, janvier</i></p>	<p style="text-align: center;">Term 2b</p> <p>Unit 16: Le petit déjeuner (Breakfast) In this unit pupils will: Develop their awareness of typical breakfast food and drink in France Learn to order a range of food and drink Learn to express and understand likes and dislikes with regard to food/drink Learn to express and understand opinions</p> <p>New language Functions (purpose): Expressing likes and dislikes (food/drink) Saying what you would like (ordering) Justifying opinions Using multiples of 10 up to 100 Asking and answering simple questions Writing a description</p> <p>Grammar: <i>Du, de la, de l', des</i> to express "some" Perfect tense using <i>avoir</i> + past participle: e.g. <i>J'ai mangé</i> Negatives <i>ne ... pas</i> <i>C'est</i> + adjective Compound sentences using <i>et</i></p> <p>Phonic focus: <i>é</i> as in <i>déjeuner, grillé, café, thé</i> <i>ain</i> as in <i>pain,</i> <i>an</i> as in <i>mange, orange, croissant,</i> <i>ille</i> as in <i>grille,</i> <i>eu</i> as in <i>deux, beurk, beurre.</i> <i>au</i> as in <i>chaud, eau</i> <i>ai</i> as in <i>voudrais, lait</i> <i>oi</i> as in <i>froid, bois, croissant</i> silent last consonants</p>	<p style="text-align: center;">Term 3b</p> <p>Unit 18: À la plage (At the beach) In this unit pupils will: Learn some nouns and verbs to describe a beach scene Learn to read, understand and write instructions to create a beach scene Learn how to order and pay for ice creams</p> <p>New language Functions (purpose): Following and writing instructions Giving descriptions – using colours, flavours and verbs Asking and answering questions</p> <p>Grammar: <i>en</i> + colour Imperatives: <i>tu</i> form Colour adjectives: agreement and position, e.g. <i>la pelle est verte; une pelle verte</i> <i>à la/au</i> – for ice cream flavours Questions using <i>quel?</i> 3rd person plural verbs e.g. <i>préfèrent</i></p> <p>Phonic focus: <i>o</i> as in <i>eau/au/o</i> <i>ille</i> as in <i>vanille, brille</i> silent last consonants e.g. <i>nt</i> in <i>jouent</i> keeping vowel sounds short</p>						
Year 6	<p style="text-align: center;">Term 1a</p> <p>Unit 19: Les portraits (Portraits) In this unit pupils will: Learn to describe themselves and other people Use their developing language skills to understand clues in a guessing game Write a paragraph about a famous person</p> <p>New language Functions (purpose): Giving a simple/more detailed description (of a person) Using adjectives to add interest and detail to a description</p>	<p style="text-align: center;">Term 2a</p> <p>Unit 21: Le carnaval des animaux (Carnival of the animals) Learning outcomes In this unit pupils will: Listen to a piece of music by a French composer Learn new animal names Learn about animal habitats Learn how to design a poster in French Read information texts , an email and a poster about a carnival Learn about animal noises in other cultures</p> <p>New language</p>	<p style="text-align: center;">Term 3a</p> <p>Unit 23: Tour de France In this unit pupils will: Learn about France, Paris and Le Tour de France Learn how to make an oral and written presentation in French</p> <p>New language Functions (purpose): Describing places – location, landmarks and what you can do there Understanding descriptions of places, landmarks and events Numbers 70 – 100</p>	C	C	C	C	C	C

Grammar:
 Adjectival position and agreement
 (masculine/feminine, singular and plural)
avoir: Il/elle a... j'ai
être : Il/elle est... je suis
porter : Il/elle porteje porte
 Questions using **Est-ce que...?**
 Compound sentences with **et, avec** and **mais**

Phonic focus:
 Effect of adding **e** to adjectives to make the feminine form
 Revise common phonemes e.g. **eu, ou**
 Use phoneme-grapheme correspondence to help pronounce new words

Term 1b

Unit 20: Les cadeaux (Presents)
In this unit pupils will:
 Learn some words for presents in French
 They will learn how to ask for presents and be able to say what they will buy for other family members
 They will be able to thank someone for a gift and write gift tags, lists and letters
 They will use their previous knowledge, in a new context, in order to speak, read and write about the hobbies of family members

New language
Functions (purpose):
 Writing a letter, list
 Expressing opinions (about presents)
 Revising likes (about hobbies)
 Using repair strategies to keep a conversation going
 Prices – larger amounts
 Adjectives: used in metaphors

Grammar: (new and revision)
 Questions: using **Qu'est –ce que c'est?**
 Statements using **c'est ...**
 Requests : using **je voudrais**
 Plural indefinite article **des**
 Opinions: **je pense que...**
 Compound sentences with **mais** and **et**
 Adjectives agreement and position (revision)
 Comparatives: use of **trop, plus, moins**
 Future tense using **aller** + infinitive

Functions (purpose):
 Giving a simple description (of animals and habitats)
 Asking and answering questions
 Classifying nouns, adjectives and verbs
 Giving information

Grammar:
 Questions using **quel, qu'** and **où**
habiter : 3rd person singular **habite**
 Adjectives: agreement and position
 Prepositions: **dans, à la**
marcher: imperative **marche**

Phonic focus:
ou and **u** sounds

Term 2b

Unit 22: Au café (At the cafe)
In this unit pupils will:
 Learn to order a range of snacks and drinks
 Understand and justify likes and dislikes
 Learn to understand prices

New language
Functions (purpose):
 Saying what you would like (ordering food)
 Asking what someone else would like
 Asking for the price
 Expressing and justifying opinions
 Number to 60, multiples of 10 to 100
 Using repair strategies to keep the conversation going

Grammar:
 Questions without inversion: **Vous désirez?**
C'est + new adjectives
 Compound sentences with **et**
 Qualifying opinions with **parce que**
 Qualifiers: **très** and **trop**

Phonic focus:
é as in **sucré, salé, dégoûtant** and **è** as in **très**
eu as in **Euro**
tion as in **addition**
ai as in **voudrais**
 Silent last consonant as in **tout**

Grammar:
On peut + infinitive
à + town/city
 Demonstrative adjective: “this” agrees with the noun e.g. **cette ville**
 Subject pronoun: **elle** (it) refers to a feminine noun e.g. for **la ville** use **elle**

Phonic focus: (revision of sounds)
i as in **tricolore**, **y** as in **cyclisme**,
ill as in **maillot**
 revise sounds in numbers
gu and **i** as in **guide**
 silent last consonant **s** as in **Paris**
ou and **r** as in **tour**
é as in **étape, équipe, vélo**
on as in **on, onze, bronzer**
eu as in **peut, deux**

Term 3b

Unit 24 Destinations
In this unit pupils will:
 Learn names of countries in French
 Learn shape names
 Learn to describe nationality, where they are from and the language they speak
 Learn how to describe holiday plans
 Develop an understanding of stereotypes
 Develop awareness of francophone countries
 Explore other European languages

New language
Functions (purpose):
 Describing future plans about holiday destinations
 Describing what they will do
 Describing nationality, where they live and the language they speak
 Making simple statements about shapes and countries

Grammar:
en/ au / aux + country; **à** + city
 Future tense: **aller** + infinitive (**je vais**)
être: je suis
Où? + inversion of verb and subject
C'est quel...? C'est où?

Phonic focus:

	<p>Phonic focus: The alphabet (revision) Revision of key phonemes Pupils use phonic knowledge to attempt to pronounce words accurately in French Use knowledge of phoneme-grapheme correspondence to aid reading and writing</p>		<p><i>eu</i> as in Europe <i>c</i> followed by <i>i</i> or <i>e</i> as in cercle Silent last consonants <i>x</i> as in croix <i>an</i> sound in triangle, Angleterre <i>h</i> is silent as in habite i.e. when at the beginning of a word Liaison between final consonants when followed by a vowel e.g. in aux États-Unis</p>						
Whole School	Songs in assembly.	Songs in assembly.	Songs in assembly.						
working context	<p>KS1</p> <p>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</p> <p>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.</p> <p>NYCC Scheme of learning for Primary French Rigalo can be used as an extra resource to support learning.</p>						