



Ings Farm Primary Long Term Plan

**MFL-(French)
2019-2020**

**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 can use Rigalo to introduce French vocabulary 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>Learning Outcomes In this unit children will:</p> <ul style="list-style-type: none"> ✓ 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>End of unit product</p> <ul style="list-style-type: none"> ✓ Children should be able to greet each other and introduce themselves in French ✓ Class book of names, origins and meanings <p>New language Functions (purpose):</p> <ul style="list-style-type: none"> ✓ Greeting ✓ Making simple statements ✓ Asking simple questions 	<p>Term 2a Unit 3 La jungle (Jungle)</p> <p>Learning Outcomes In this unit children will:</p> <ul style="list-style-type: none"> ✓ 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 <p>End of unit product</p> <ul style="list-style-type: none"> ✓ Jungle animal counting book ✓ Spider display ✓ Animal matching game <p>New language Functions (purpose):</p> <ul style="list-style-type: none"> ✓ 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> 	<p>Term 3a Unit 5: Vive le sport (Our sporting lives) 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)</p> <p>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		

Grammar:

- ✓ ç cedilla in *ça va*
- ✓ Inversion verb - pronoun in questions

Phonic focus:

- ✓ *on – u – j*

Term 1b.**Learning Outcomes**

In this unit children will:

- ✓ Learn the colours in French
- ✓ Learn about games played in France
e.g. la pétanque

End of unit product

- ✓ Elmer display with speech bubbles
- ✓ Colour song

New language**Functions (purpose):**

- ✓ Asking questions and making statements about colours
- ✓ Simple instructions
- ✓ Expressing likes

Grammar:

- ✓ Imperatives (*vous* form)
- ✓ Colour adjectives follow nouns:
un éléphant bleu
- ✓ Use of definite article when saying likes and dislikes:
J'aime le bleu.

Phonic focus:

- ✓ *ou (rouge)* pronounced oo as in "soon"
- ✓ *ge (rouge)* like *j* in *bonjour*
- ✓ *eu (bleu)* pronounced "uh!"
- ✓ *an (blanc)* nasal sound – not found in the English Language
- ✓ silent consonants (*gris, violet*)

Grammar:

- ✓ Adjectives for 'big' and 'small' precede nouns: *un petit éléphant*
- ✓ Adjectives agree with the noun add 's' for plurals: *un petit tigre...2 petits tigres*
- ✓ Indefinite articles: masculine = *un*, feminine = *une*
- ✓ Acute accent: *araignée*, grave accent: *gouttière*

Phonic focus:

- ✓ *ee (gipsie, pluie)*
- ✓ *gn (araignée)*
- ✓ *ère erre (terre, gouttière)* = "air"
- ✓ *ent (serpent) ant (éléphant)*
- ✓ *in (singe)*
- ✓ *i (crocodile)*
- ✓ *oui* (pronounced *we*), *Il* (pronounced *y*)
- ✓ *éléphant* and *serpent* have silent *t*.

Term 2b.**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

New language**Functions (purpose):**

- Making simple statements (about fruits)
- Giving simple descriptions
- Expressing likes and dislikes (about fruit)
- Expressing preferences
- Answering simple questions

Grammar:

- Questions using *Qu'est-ce que ...?*
- C'est* + adjective
- Definite and indefinite articles – masculine and feminine
- Singular and plural nouns
- J'aime les* + noun
- Possessive adjectives *mon, ton*
- Negatives *ne ... pas*

Phonic focus:

- oi* (as in *toi*)
- é* (as in *préféré*)
- r* (as in *trois*)

Phonic focus:

- ou* compared with *u*
- en* as in *vendredi*, *an* as in *dimanche*
- Silent last consonants (+ exceptions for words borrowed from English)
- un* as in *lundi*
- tation* ("ta seeon") *natation/équitation*

Term 3b**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

New language**Functions (purpose):**

- Making simple statements (about places)
- Describing the weather
- Days of the week
- Answering simple questions

Grammar:

- Questions : using *Quel ...?*
- faire de : il fait du/de la/de l'*
- il y a + du/de la/de l'*
- il fait* + adjective
- à* + town
- Directions : N, S, E, W

Phonic focus:

- au/aud/eau/eaux/o* – all pronounced "oh"
- ait* as in *fait*, *ais* as in *mauvais*
- u* as in *nuages*
- Silent last consonants
- Rhyming patterns

		Silent last consonant							
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 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 style="text-align: center;">Term 1b</p> <p>Unit 8 Le calendrier des fêtes (Calendar of festivals)</p> <p>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</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 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 style="text-align: center;">Term 2b</p> <p>Unit 10: Au marché (At the market)</p> <p>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 style="text-align: center;">Term 3a</p> <p>Unit 11: Je suis le musicien (I am the music man)</p> <p>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> <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 3b</p> <p>Unit 12: À la mode (Fashion)</p> <p>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</p>	C	C	C	C	C	C

	<p>Functions (purpose): Saying the date Making simple statements Months of the year Seasons Numbers 11 to 31</p> <p>Grammar: Questions using <i>quel(le)</i> Date with and without the day <i>en</i> + month 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>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 <i>avoir – J'ai</i> <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>Describe what they wear in different weathers/seasons</p> <p>Grammar: Possessive adjectives : <i>mon, ma, mes</i> Indefinite articles: <i>un/une</i> and <i>des</i> Genders Porter: <i>je, il</i> and <i>elle</i> Complex sentences starting with a clause using <i>Quand</i></p> <p>Phonic focus: <i>é</i> as in <i>était, es, les, mets</i> <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'</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:</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><i>un/une</i></p> <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 <i>avoir: j'ai</i> <i>être: je suis</i>, 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>Alphabet <i>é/ait</i> as in <i>renvoyé, était, parfait</i> Short vowel sounds zoo 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 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>						
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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>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 <i>Est-ce que...?</i> Compound sentences with <i>et, avec</i> and <i>mais</i></p> <p>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</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 Functions (purpose): Giving a simple description (of animals and habitats) Asking and answering questions Classifying nouns, adjectives and verbs Giving information</p> <p>Grammar: Questions using <i>quel, qu'</i> and <i>où</i> habiter : 3rd person singular <i>habite</i> Adjectives: agreement and position Prepositions: <i>dans, à la</i> marcher: imperative <i>marche</i></p> <p>Phonic focus: ou and u sounds</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> <p>Grammar: On peut + infinitive à + town/city Demonstrative adjective: “this” agrees with the noun e.g. <i>cette ville</i> Subject pronoun: elle (it) refers to a feminine noun e.g. for <i>la ville</i> use elle</p> <p>Phonic focus: (revision of sounds) i as in <i>tricolore</i>, y as in <i>cyclisme</i>, ill as in <i>maillot</i> revise sounds in numbers gu and i as in <i>guide</i> silent last consonant s as in <i>Paris</i> ou and r as in <i>tour</i> é as in <i>étape, équipe, vélo</i> on as in <i>on, onze, bronzer</i> eu as in <i>peut, deux</i></p>						
	<p style="text-align: center;">Term 1b</p> <p>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</p> <p>New language Functions (purpose): Writing a letter, list Expressing opinions (about presents) Revising likes (about hobbies)</p>	<p style="text-align: center;">Term 2b</p> <p>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</p> <p>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</p>	<p style="text-align: center;">Term 3b</p> <p>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</p> <p>New language Functions (purpose): Describing future plans about holiday destinations</p>	C	C	C	C	C	C

	<p>Using repair strategies to keep a conversation going Prices – larger amounts Adjectives: used in metaphors</p> <p>Grammar: (new and revision) Questions: using <i>Qu'est –ce que c'est?</i> Statements using <i>c'est ...</i> Requests : using <i>je voudrais</i> Plural indefinite article <i>des</i> Opinions: <i>je pense que...</i> Compound sentences with <i>mais</i> and <i>et</i> Adjectives agreement and position (revision) Comparatives: use of <i>trop, plus, moins</i> Future tense using <i>aller</i> + infinitive</p> <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>Using repair strategies to keep the conversation going</p> <p>Grammar: Questions without inversion: <i>Vous désirez?</i> <i>C'est</i> + new adjectives Compound sentences with <i>et</i> Qualifying opinions with <i>parce que</i> Qualifiers: <i>très</i> and <i>trop</i></p> <p>Phonic focus: <i>é</i> as in <i>sucré, salé, dégoûtant</i> and <i>è</i> as in <i>très</i> <i>eu</i> as in <i>Euro</i> <i>tion</i> as in <i>addition</i> <i>ai</i> as in <i>voudrais</i> Silent last consonant as in <i>tout</i></p>	<p>Describing what they will do Describing nationality, where they live and the language they speak Making simple statements about shapes and countries</p> <p>Grammar: <i>en/ au / aux</i> + country; <i>à</i> + city Future tense: <i>aller</i> + infinitive (<i>je vais</i>) <i>être: je suis</i> <i>Où?</i> + inversion of verb and subject <i>C'est quel...? C'est où?</i></p> <p>Phonic focus: <i>eu</i> as in <i>Europe</i> <i>c</i> followed by <i>i</i> or <i>e</i> as in <i>cercle</i> Silent last consonants <i>x</i> as in <i>croix</i> <i>an</i> sound in <i>triangle, Angleterre</i> <i>h</i> is silent as in <i>habite</i> i.e. when at the beginning of a word Liaison between final consonants when followed by a vowel e.g. in <i>aux États-Unis</i></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 sent to all KS2 teachers.</p> <p>NYCC Scheme of learning for Primary French Rigalo can be used as an extra resource to support learning.</p>						