



**THE RADSTONE**

**Primary School**

## **LONG TERM PLANNING**

### **Modern Foreign Languages**

#### 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 of the Modern Foreign Languages national curriculum

The national curriculum for MFL 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.

**By the end of Key Stage 2, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.**

## Key Stage 2

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 language.

## Key Stage 2 Overview

|               | <b>Autumn</b>  | <b>Spring</b>  | <b>Summer</b>  |
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| <b>Year 3</b> | <p><b>French greeting with puppets</b></p> <ul style="list-style-type: none"><li>- Learn the formal and informal greetings for hello - salut and bonjour - and appropriate greetings for the time of day.</li><li>- Learn how to say goodbye - au revoir.</li><li>- Learn how to say their name using Je m'appelle.</li><li>- Learn how to express their feelings in French and how to respond when asked how they are - Ça va ?</li></ul> <p><b>French adjectives of colour, shape and size</b></p> <ul style="list-style-type: none"><li>- Learn colour in French and responding accurately to verbal instructions about organising colours.</li><li>- Learn French words for size and shape adjectives.</li><li>- Match written captions to corresponding images.</li><li>- Learn to ask for something politely.</li><li>- Follow a set of written instructions.</li><li>- Learn about adjectival position.</li></ul> | <p><b>French playground games– numbers and age</b></p> <ul style="list-style-type: none"><li>- Learn to count from 1-12 verbally and recognising the written number names.</li><li>- Learn how to ask someone how old they are and respond to this question.</li><li>- Read a letter and learn to decipher clues about its meaning.</li><li>- Play traditional French games to practise counting.</li></ul> <p><b>In a French classroom</b></p> <ul style="list-style-type: none"><li>- Learn to understand and respond to classroom instructions.</li><li>- Learn French names for common classroom items.</li><li>- Understand that each noun is either masculine or feminine and that the gender affects the form of the indefinite article - 'un' or 'une.'</li><li>- Read descriptions of school bag items and matching these to pictures of the correct bag.</li><li>- Plan and deliver a presentation where they describe what's in their school bag.</li></ul> | <p><b>French transport</b></p> <ul style="list-style-type: none"><li>- Recognising cognates and near-cognates to help them work out new transport vocabulary.</li><li>- Learn new sentence structures using aller- to go and prepositions.</li><li>- Create an oral presentation to describe a scene.</li><li>- Learn about the many countries around the world that speak French.</li><li>- Conduct a survey about transport.</li></ul> <p><b>A circle of life in French</b></p> <ul style="list-style-type: none"><li>- Use a bilingual dictionary.</li><li>- Learn to use the correct form of the definite article - le,la, l' and les in relation to animal nouns.</li><li>- Create a negative statement using ne and pas.</li><li>- Solve language problems.</li><li>- Build noun - verb - noun sentences to describe food chains</li></ul> |

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| <p><b>Year 4</b></p> | <p><b>Portraits – describing in French</b></p> <ul style="list-style-type: none"> <li>- Understand that adjectives change depending on the gender of the noun that they are describing.</li> <li>- Look at works of art from the Louvre Museum, Paris.</li> <li>- Describe people’s hair, eye colour and personality.</li> <li>- Write descriptions of drawings.</li> <li>- Ensure that adjectives agree with nouns.</li> </ul> <p><b>Clothes - getting dressed in France</b></p> <ul style="list-style-type: none"> <li>- Describe items of clothing and using different forms of the indefinite article un, une, des and the possessive adjectives mon, ma, mes.</li> <li>- Reinforce colour adjectives and revising the position of adjectives and adjectival agreement.</li> <li>- Express their opinions about an outfit using J’aime and Je n’aime pas.</li> <li>- Write a caption to describe an outfit.</li> </ul> | <p><b>French numbers, calendars and birthdays</b></p> <ul style="list-style-type: none"> <li>- Learn numbers 1-31 and using to solve maths calculations.</li> <li>- Learn the days of the week, months of the year and the vocabulary for yesterday, today and tomorrow.</li> <li>- Practise French cursive handwriting.</li> <li>- Translate written dates from English to French.</li> <li>- Recognise the similarities and differences between French and English birthday celebrations.</li> </ul> <p><b>French weather and the water cycle</b></p> <ul style="list-style-type: none"> <li>- Learn weather phrases to describe the weather.</li> <li>- Learn vocabulary for the points of a compass.</li> <li>- Learn numbers 1-100.</li> <li>- Recognise cognates and near cognates to describe the processes in the water cycle.</li> <li>- Label a diagram of the water cycle using French vocabulary.</li> </ul> | <p><b>French food – miam miam!</b></p> <ul style="list-style-type: none"> <li>- Learn about France’s café culture.</li> <li>- Order food and drink in a café.</li> <li>- Learn about the currency- Euros.</li> <li>- Learn vocabulary for some familiar shops.</li> <li>- Use language detective skills to increase their food related vocabulary.</li> <li>- Create menus and role-playing a café.</li> </ul> <p><b>French and the Eurovision Song Contest</b></p> <ul style="list-style-type: none"> <li>- Ask and respond to the question of whether or not they play an instrument and about their musical likes and dislikes.</li> <li>- Learn the names of musical instruments.</li> <li>- Name and research some European countries.</li> <li>- Write and perform a group song using French rhyming words.</li> </ul> |
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| <p><b>Year 5</b></p> | <p><b>French monster pets</b></p> <ul style="list-style-type: none"> <li>- Look for information in an unknown text to identify key information about animals.</li> <li>- Practise using the correct article, identifying nouns and noun patterns, and developing knowledge of language and word order.</li> <li>- Match pictures with written descriptions and writing their own descriptions including names for parts of the body.</li> <li>- Consolidate their knowledge of noun gender and how it impacts the article and adjectives</li> </ul> <p><b>Space exploration in French</b></p> <ul style="list-style-type: none"> <li>- Create their own bilingual word mat using their language detective skills.</li> <li>- Use metaphors to write their own calligrams.</li> <li>- Practise building longer sentences and including comparatives to compare planets.</li> <li>- Add justifications to their sentences using 'because.'</li> <li>- Ask and answer questions about alien planets.</li> </ul> | <p><b>Shopping in France</b></p> <ul style="list-style-type: none"> <li>- Recap numbers 1-20 and learning numbers to one hundred and beyond.</li> <li>- Learn words for different fruits, paying attention to gender and pronunciation.</li> <li>- Revise the days of the week and food vocabulary.</li> <li>- Prepare a repetitive oral tale.</li> <li>- Ask and answer questions used when shopping.</li> <li>- Decode an unknown text through context, recognising cognates and near cognates and identifying known vocabulary.</li> </ul> <p><b>French speaking world</b></p> <ul style="list-style-type: none"> <li>- Revise compass points and using directional language.</li> <li>- Learn where French speaking countries are located in the world.</li> <li>- Explore some French speaking countries by reading some short sentences and making statements using 'il y a...'</li> <li>- Listen to a real weather forecast in French.</li> <li>- Ask and answer questions about some countries in the French speaking world.</li> </ul> | <p><b>Verbs in a French week</b></p> <ul style="list-style-type: none"> <li>- Practise bilingual dictionary skills.</li> <li>- Recognise that there are three categories of ending for French infinitives.</li> <li>- Recognise and use different subject pronouns.</li> <li>- Choose the correct ending of regular -er verbs to go with the subject pronoun.</li> <li>- Understand that some French verbs are irregular (avoir- to have and être - to be)</li> </ul> <p><b>Meet my French family</b></p> <ul style="list-style-type: none"> <li>- Learn vocabulary for family members and relations.</li> <li>- Write short descriptive phrases and producing a longer written composition about family.</li> <li>- Read a text and identify family members from the written clues.</li> <li>- Understand and express simple opinions.</li> <li>- Use the building blocks of sentences to form new sentences</li> </ul> |
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| <p><b>Year 6</b></p> | <p><b>French sport and the Olympics</b></p> <ul style="list-style-type: none"> <li>- Learn the names of some sports in French and how to express preferences.</li> <li>- Learn the French name for countries around the world.</li> <li>- Learn the verb 'aller' (to go) and how to conjugate in the past tense as well as identifying the correct preposition.</li> <li>- Become familiar with P.E. action verbs. Learning how to play Pétanque (a famous French game)</li> <li>- Write a magazine article using vocabulary and grammar from the unit.</li> </ul> <p><b>French football champions</b></p> <ul style="list-style-type: none"> <li>- Develop strategies to become independent language learners.</li> <li>- Translate and answer comprehension questions about written profiles of French footballers.</li> <li>- Explore different ways of saying where a person comes from.</li> <li>- Create a written football player profile.</li> </ul> | <p><b>In my French house</b></p> <ul style="list-style-type: none"> <li>- Learn how to describe different types of house and the rooms in a house.</li> <li>- Use existing vocabulary knowledge of family members to write a short piece describing a house and who lives there.</li> <li>- Learn to describe items in a bedroom and using prepositions to describe position.</li> <li>- Write a letter to describe a house, who lives there and what is in it</li> </ul> <p><b>Planning a French holiday</b></p> <ul style="list-style-type: none"> <li>- Use the past tense of aller - to go and an infinitive to form the near future tense.</li> <li>- Distinguish between present and near future tenses.</li> <li>- Revise clothes vocabulary and adding holiday vocabulary.</li> <li>- Read a story about a summer holiday and answering questions about it.</li> <li>- Research and plan a holiday to France.</li> </ul> | <p><b>Visiting a town in France</b></p> <ul style="list-style-type: none"> <li>- Revise modes of transport and prepositions.</li> <li>- Learn vocabulary for the features of a town.</li> <li>- Build sentences to describe a route.</li> <li>- Use negatives accurately.</li> <li>- Learn to agree and disagree and justify opinions.</li> <li>- Analyse and identify grammatical features.</li> </ul> |
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