

# 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>• Greetings</li><li>• Songs and rhymes (multi-lingual)</li><li>• Cultural awareness (global celebrations and festivals)</li></ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"><li>• Greetings</li><li>• Songs and rhymes (multi-lingual)</li><li>• Cultural awareness (global celebrations and festivals)</li></ul>
<b>Spring 1</b>	<ul style="list-style-type: none"><li>• Greetings</li><li>• Songs and rhymes (multi-lingual)</li><li>• Cultural awareness (global celebrations and festivals)</li></ul>
<b>Spring 2</b>	<ul style="list-style-type: none"><li>• Greetings</li><li>• Songs and rhymes (multi-lingual)</li><li>• Cultural awareness (global celebrations and festivals)</li></ul>
<b>Summer 1</b>	<ul style="list-style-type: none"><li>• Greetings</li><li>• Songs and rhymes (multi-lingual)</li><li>• Cultural awareness (global celebrations and festivals)</li></ul>
<b>Summer 2</b>	<ul style="list-style-type: none"><li>• Greetings</li><li>• Songs and rhymes (multi-lingual)</li><li>• Cultural awareness (global celebrations and festivals)</li></ul>

# Reception

<b>Autumn 1</b>	<ul style="list-style-type: none"> <li>• Understand that France is a different country where French is spoken.</li> <li>• Greetings: Respond to and say <i>bonjour/salut</i> and <i>au revoir</i>.</li> <li>• Begin to know numbers to 10, colours, parts of the body and animals through French songs and rhymes.</li> </ul>
<b>Autumn 2</b>	<ul style="list-style-type: none"> <li>• Begin to know numbers to 10, colours, parts of the body and animals through French songs and rhymes.</li> <li>• Use a physical response to show understanding of classroom instructions: <i>Levez-vous, Regardez, Asseyez-vous, Répétez, Écoutez, Silence</i>.</li> <li>• Learn simple Christmas vocabulary: <i>le père Noël, un bonhomme de neige, un cadeau, un lutin, un sapin de Noël, une étoile</i>.</li> </ul>
<b>Spring 1</b>	<ul style="list-style-type: none"> <li>• Begin to know numbers to 10, colours, parts of the body and animals through French songs and rhymes.</li> <li>• Use a physical response to show understanding of classroom instructions: <i>Levez-vous, Regardez, Asseyez-vous, Répétez, Écoutez, Silence</i>.</li> <li>• Story specific vocabulary related to topic.</li> </ul>
<b>Spring 2</b>	<ul style="list-style-type: none"> <li>• Begin to know numbers to 10, colours, parts of the body and animals through French songs and rhymes.</li> <li>• Use a physical response to show understanding of classroom instructions: <i>Levez-vous, Regardez, Asseyez-vous, Répétez, Écoutez, Silence</i>.</li> <li>• Story specific vocabulary related to topic.</li> </ul>
<b>Summer 1</b>	<ul style="list-style-type: none"> <li>• Begin to know numbers to 10, colours, parts of the body and animals through French songs and rhymes.</li> <li>• Use a physical response to show understanding of classroom instructions: <i>Levez-vous, Regardez, Asseyez-vous, Répétez, Écoutez, Silence</i>.</li> <li>• Story specific vocabulary related to topic.</li> </ul>
<b>Summer 2</b>	<ul style="list-style-type: none"> <li>• Begin to know numbers to 10, colours, parts of the body and animals through French songs and rhymes.</li> <li>• Use a physical response to show understanding of classroom instructions: <i>Levez-vous, Regardez, Asseyez-vous, Répétez, Écoutez, Silence</i>.</li> <li>• Story specific vocabulary related to topic.</li> </ul>
<b>Supporting Books</b>	<ul style="list-style-type: none"> <li>• <i>Six Dinner Sid</i>: Numbers</li> <li>• <i>The Little Red Hen</i>: Animals and food</li> <li>• <i>Gruffalo/The Gruffalo's Child (Gruffalo/Petit Gruffalo)</i>: Animals, places and body parts</li> <li>• <i>Goodnight Moon (Bonsoir Lune)</i>: Greetings and household objects</li> <li>• <i>Whatever Next</i>: Places and transport</li> <li>• <i>Handa's Surprise (La Surprise de Handa)</i>: Fruits and animals</li> <li>• <i>Elmer (Les couleurs d'Elmer)</i>: Colours</li> </ul>

# Year 1

<b>Autumn 1</b>	<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><b>Vocabulary:</b></p> <p><u>Nouns</u> un lion, un tigre, un singe, un éléphant, un crocodile</p> <p><u>Adjectives</u> grand, petit, énorme, féroce, content, triste</p>
<b>Autumn 2</b>	<p><b>Topic: La nativité</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> une chambre, une étable, un petit bébé, le berger, le roi, un ange, le ciel, les étoiles, mon cadeau, Bonjour, Bonne nuit</p>
<b>Spring 1</b>	<p><b>Topic: Tom le Pirate</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Adjectives</li><li>• Prepositions</li></ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u> un pirate, son bateau, le trésor, les diamants, la mer</p> <p><u>Adjectives</u> triste, trop petit, trop grand</p> <p><u>Prepositions</u> sur, dans, sous</p>
<b>Spring 2</b>	<p><b>Topic: Au Magasin d'Animaux</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Pets</li><li>• Adjectives</li></ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u> un chat, un lapin, un cheval, une souris, un chien, un magasin d'animaux</p> <p><u>Adjectives</u> méchant, gros, cher, petit, parfait</p>

<b>Summer 1</b>	<p><b>Topic: Lapin , Cheval et Princesse</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Story with a moral.</li></ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u> Lapin, Cheval, Princesse</p> <p><u>Adjectives</u> content, grand, fâché, fatigue</p>
<b>Summer 2</b>	<p><b>Topic: La Vie d'une Fleur</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Science topic on parts of a plant</li></ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u> les racines, la tige, les feuilles, la fleur, l'eau, le vent, le soleil</p> <p><u>Prepositions</u> avec, après</p>

# Year 2

<b>Autumn 1</b>	<p><b>Topic: L'extraterrestre</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Colours</li><li>• Simple questions</li></ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u> un extraterrestre, sa fusée</p> <p><u>Adjectives</u> triste, bleu, rouge, jaune, vert</p> <p><u>Conversation</u> non, oui, merci</p>
<b>Autumn 2</b>	<p><b>Topic: L'Homme en Pain d'Epices</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Simple sentences and refrains</li><li>• Prepositions</li><li>• Family and animals</li></ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u> la grand-mère, le grand-père, le fermier, le cochon, le renard, la vache</p> <p><u>Simple constructions</u> Je veux te manger, Vous ne pouvez pas m'attraper, Saute sur mon dos.</p>
<b>Spring 1</b>	<p><b>Topic: Le Lièvre et la Tortue</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Fable story</li><li>• Animals</li><li>• Commands and exclamations</li></ul> <p><b>Vocabulary:</b></p> <p><u>Nouns</u> le lièvre, la tortue, la vache, l'escargot, le canard, la grenouille, l'oiseau</p> <p><u>Verbs</u> Réveille-toi!, Dépêche-toi!, Cours, Allez!, J'ai gagné!</p>
<b>Spring 2</b>	<p><b>Topic: Boucle d'or et les trois ours.</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"><li>• Sizes</li><li>• Common present tense verbs</li><li>• Introductions</li></ul>

	<p><b>Vocabulary:</b>  <u>Nouns</u>  ours, Maman, Papa, Bébé, le bol, la soupe, les chaises, le lit, la fille  <u>Sizes</u>  grand, moyen, petit  <u>Introductions</u>  Bonjour, Je m'appelle</p>
Summer 1	<p><b>Topic: Jacques et l'haricot magique</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Scientific vocabulary related to plants</li> <li>• Adjectives</li> </ul> <p><b>Vocabulary:</b>  <u>Nouns</u>  l'haricot, le marché, le sac, le géant, le château, la porte, la poule, l'harpe, la tige, la racine  <u>Adjectives</u>  grand, magique, d'or, heureux</p>
Summer 2	<p><b>Topic: Le Triathlon</b></p> <p><b>Focus:</b></p> <ul style="list-style-type: none"> <li>• Ordinal numbers</li> <li>• Animals (as names)</li> <li>• Questions using <i>Qui?</i></li> <li>• Action verbs</li> </ul> <p><b>Vocabulary:</b>  <u>Nouns</u>  Baleine, Lapin, Cheval, Eléphant, Tigre, Lion  <u>Ordinal numbers</u>  premier, deuxième, troisième, quatrième, cinquième, le dernier  <u>Verbs</u>  il pédale, il nage, il court, il chante</p>



# Year 3

<b>Autumn 1</b>	<p><b>Unit 1 - Je parle le français</b></p> <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. <i>Regardez, Ecoutez, Arrêtez, Levez-vous, Asseyez-vous, Répétez, Touchez, Silence, Ecrivez, Marchez, Sautez, Tournez, Frappez</i> etc.</li> <li>• Ask and answer questions about how they are</li> <li>• Say thank you</li> <li>• Numbers 1-12</li> <li>• Classroom object vocabulary</li> <li>• Identify masculine, feminine and plural</li> <li>• Introduce <i>mon, ma, mes</i></li> <li>• Write sentences describing classroom, pencil case, bag etc.</li> </ul>
<b>Autumn 2</b>	<p><b>Christmas Unit - Je parle le français</b></p> <ul style="list-style-type: none"> <li>• Understand <i>combien de</i></li> <li>• How French children celebrate Christmas</li> <li>• Naming, reading and writing vocabulary associated with Christmas e.g. <i>Noël, une chaussette, papa Noël, père Noël, un bonhomme de neige, une étoile, une bougie, un rouge gorge, un arbre de Noël</i> etc.</li> </ul>
<b>Spring 1</b>	<p><b>Unit 2 - Je me présente</b></p> <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>	<p><b>Unit 2 - Je me présente</b></p> <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>	<p><b>Unit 3 - Ma Famille</b></p> <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>	<p><b>Unit 3 - Ma Famille</b></p> <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>• <i>La chenille qui fait des trous</i></li> <li>• <i>Enfin la paix</i></li> <li>• <i>Homme de couleur</i></li> <li>• <i>Loup, loup y es-tu?</i></li> <li>• <i>La planète bizarre</i></li> </ul>

# Year 4

Autumn 1	<b>Unit 4 - Les Animaux</b> <ul style="list-style-type: none"> <li>• Numbers 31-40</li> <li>• Names of pets</li> <li>• Revision of masculine and feminine nouns</li> <li>• Opinions about pets</li> </ul>
Autumn 2	<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>
Spring 1	<b>Unit 5 - Mon Anniversaire</b> <ul style="list-style-type: none"> <li>• Numbers 41-60</li> <li>• Telling the time</li> <li>• Daily routines – <i>er</i> verbs</li> <li>• Reading and writing a letter about a typical day</li> </ul>
Spring 2	<b>Unit 5 - Mon Anniversaire</b> <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>
Summer 1	<b>Unit 6 - Le Monde</b> <ul style="list-style-type: none"> <li>• Countries surrounding France and the location of French towns.</li> <li>• Revision of <i>j'habite à/j'habite en</i></li> <li>• Question words and asking questions</li> <li>• Present tense of verb <i>aller</i> (singular form)</li> <li>• Information about Paris</li> </ul>
Summer 2	<b>Unit 6 - Le Monde</b> <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>
Supporting Books	<ul style="list-style-type: none"> <li>• <i>Loup loup, y es-tu?</i></li> <li>• <i>Homme de couleur</i></li> <li>• <i>Toc toc Monsieur Croc</i></li> <li>• <i>La vieille dame qui avala une mouche</i></li> <li>• <i>Le problème avec les lapins</i></li> </ul>