



MFL: Long Term Plan

Year group	Autumn	Spring	Summer
EYFS	Early Learning Goal - Listening and attention <ul style="list-style-type: none"> • Children listen attentively in a range of situations. They give their attention to what others say and respond appropriately. People and communities • Children know about similarities and differences between themselves and others, and among families, communities and traditions. The world • They know about similarities and differences in relation to places and objects. They talk about features of their own immediate environment and how environments might vary from one another. 		
Year 1	Greetings: bonjour, au revoir, responding to the register using Bonjour and hello in other modern foreign languages e.g. hola, ciao, guten tag etc Responding to classroom instructions: regardez, écoutez, asseyez- vous, levez-vous <i>Exploring and noticing similarities and differences between English and French words (spoken and written)</i>		
	<ul style="list-style-type: none"> • Numbers 1-5 	<ul style="list-style-type: none"> • Colours: - rouge, bleu, vert, jaune; 	<ul style="list-style-type: none"> • Learning simple action rhymes and songs in French • Listening to simple stories in French.
Year 2	Reinforcing and building on Year 1 vocabulary Classroom instructions - levez le main, taisez-vous; Colours - noir, blanc; <i>Exploring and noticing similarities and differences between English and French words (spoken and written).</i>		

	Days of the week; lundi, mardi, mercredi. jeudi, vendredi, samedi, dimanche <i>(No capital letters)</i>	<ul style="list-style-type: none"> • Classroom objects - la porte, la chaise, la table, le livre, le cahier, le crayon. 	<ul style="list-style-type: none"> • Learning simple action rhymes and songs in French • Listening to simple stories in French. 			
Classroom instructions	Classroom instructions and language (incl. 'Jacques a dit' / Simons says) Responding to classroom instructions: regardez, écoutez, asseyez-vous, levez-vous					
Year 3	<u>C'est-moi</u> Introductions- talking about yourselves Comment t'appelles-tu ? Ca Va? How to introduce ourselves and ask each others name. feelings Quel âge as-tu ? Numbers 1-30 and communicating age/ birthday (incl. 'Frère Jacques; birthday song) C'est quand ton anniversaire ? Months of the year (including days from Y2). No capitalisation for months / days Birthdays (incl. Birthday song)	Où habites-tu? Countries / and countries that speak French Saying your nationality and language you speak. Saying which Nationality you aren't and languages they don't speak. Saying where you live	French adjectives, Colour/size/shape/	School objects Link -With prepositions And descriptions Directions???	Body Parts Head and shoulders knees and toes Description	Food – Fruit and Veg Very Hungry Caterpillar

Year 3 Gram mar	Être (je suis)(C'est) je + ai - I have j'ai - I have	Avoir (j'ai) and être (je suis) Simple adjectival agreement (adding e for feminine) Adjectival agreement (en >enne) Negative verb forms using ne...pas (je ne parle pas, je n'habite pas, je ne suis pas) Conjugation of regular - ER verb (je parle, j'habite) Être (je suis)		<i>Adjectival agreement and position</i>	<i>Imperatives (listen for the 'ez' sound)</i>	<i>Recap 1st and 3 persons of verb with 'Je mange' and 'Il/Elle mange'</i>
Year 3 phoni cs	'oi' Au revoir Trois 'i' Dimanche Jeudi 'e' Decomebre Fevrier 'j' J'emapelle 'z' zero	'ai' 'anglais' 'qu' britannique	'eu' bleu 'on' Marron 'au' Jaune 'an' grande	'au' Bureau Ciseaux	'ou' <i>Bouche</i> <i>Genou</i> <i>Bougez (move)</i>	'on' Melon Concombre 'oi' Poire 'gn' Oignon

Year 4	<p>Family members</p> <p>Naming 6 family members and introducing them / saying where they live</p> <p>Numbers to 69</p>	<p>Places in town</p> <p><i>Directions (link with places in town)</i></p>	<p><i>Clothes</i></p> <p>Clothes and Fashion Show (link to DT/art?)</p> <p>Link – adjectives colour/size/shape</p>	<p>Je decris un monstre</p> <p>Monsters- describing facial appearances</p> <p>Link into describing family members and body parts/clothes</p>	<p>Basic time- breakfast/ Lunch and dinner foods</p> <p>Healthy Eating Café – ordering food (food is supported by learning about similarities and difference between cultures)</p> <p>Breakfast foods and drinks</p>	<p>Weather</p> <p>Seasons</p> <p><i>Introduce concept 'il fait' for weather</i></p> <p>Recap days/months/countries</p> <p>Opinions</p>
Y4 Gram mar	<p>Masculine and feminine singular nouns</p> <p>Indefinite articles (un/une)</p> <p>Notion of grammatical gender</p> <p>Adjectival position</p> <p>Simple adjectival agreement (adding e when feminine)</p>	<p><i>Adjectival agreement and position 1st and 3rd persons of verb introduced (J'habite and 'Il /Elle habite')</i></p> <p><i>Imperatives</i></p>	<p><i>Recap gender</i></p> <p><i>Recap adjectival position and agreement</i></p> <p><i>Plurals</i></p>		<p><i>Je voudrais + du /de la/des</i></p> <p><i>Si'l vous plait</i></p> <p><i>Merci</i></p> <p><i>As-tu</i></p>	<p>Il fait...</p>
Y4 Phoni cs	<p>'i'</p> <p>Famille</p> <p>il</p> <p>'r'</p> <p>Grandmere</p> <p>Frere</p> <p>'ll'</p>	<p>'ou'</p> <p>Boucherie</p> <p>Boulangerie</p> <p>boutique</p>	<p>'chau'- 'ch' 'au'</p> <p>Chaussures</p> <p>chaussettes</p>	<p>'eux'</p> <p>Cheveux</p> <p>Yeux</p>	<p>'ante' 'an'</p> <p>Soizante</p> <p>Quarante</p> <p>Cinquante</p> <p>'gn'</p> <p>oignon</p>	<p>'oi'</p> <p>Foir</p> <p>'au'</p> <p>chaud</p>

	Il after e Elle					
Year 5	Qu'est-ce que c'est? Pets Saying that it or isn't a certain pet Link- Describing the pets with some colours/ shapes/ sizes	Hobbies (in infinitive with opinions / 'je sais') Recap opinion verbs (Y4 link)	Rooms in house 'Peace at Last' story	The Planets (with days of week) Colours / weater	School subjects with opinions	My Week –Time and Routines Daily routine – supported by prior learning of numbers weekdays and time and rooms in the house) Days/clothes/school/hobbies
Y5 Gram mar	Je J' Tu Elle Il Masculine/feminine un/une	<i>J'aime +infinitive</i> <i>Connectives (et and mais)</i> <i>J'aime /j'adore/Je n'aime pas... Il/Elle a...</i>	<i>Il y a</i> <i>Plurals</i> <i>Gender</i>	<i>Superlative and comparative</i>	<i>Opinions with 'parce que'</i>	<i>Il y a / Il n'y a pas de</i> <i>Recap: Je suis /Je ne suis pas J'ai /Je n'ai pas de.. J'aime /Je n'aime pas... Il/Elle a... Il /Elle n'a pas de.. Il/Elle est.. Il/Elle n'est pas...</i>
Y5 Phoni cs	'ch' Chien Chat Cheval 'ien' Chien <i>Recap adjectival agreements</i>	'ai' J'ai 'a' J'adore 'er' Chanter	'in' Jardin 'on' Salon 'ge' Manager	'u' Lune 'rr' Terre 'e' before consonants Neptune 'é' Vénus 'o' not at the end Pluto	Difference between 'ge' and 'g' not before an e Géogrpahie 'th' Math 's' Science	'ante' 'an' Soizante Quarante cinquante

Year 6	My Day (daily routine) in 1st person (link to days of the week and time) Recap time	Sports <i>Questioning (tu veux jouer au foot?)</i> Saying what sports you do in different weathers Clothes you wear Where you play	Careers (recap- Family members/days of the week/ time/ hobbies/ school subjects) When I grow up I want to be a My mum is a	Transport (Link to countries/ Places in town/directions/ weather/opinions	The French Speaking World Recap French speaking countries Listening to native speakers	Paris and national festival
Year 6 Grammar	<i>er verbs in 1st person</i>	<i>Responding (oui, je veux... / non je ne veux pas)</i> er verbs	Feminine/masculine recap mon/ma je veux être	je/j'ai il/elle prend/prends	<i>Recognition of cognates Recap 'il y a' etc</i>	<i>Intro to tenses</i>
Year 6 phonics	'qu' Quarte	tion Natation 'anse' Danse	'll' Quelle 'l' Comique 'eu' Chanteuse 'ch' Architecte G before e Ingenieur	'on' L'avion 'eu' Tacteur 'oi' La voiture	<i>Combination of all-children identify phonic patterns</i>	<i>Combination of all-children identify phonic patterns</i>

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