



Eardisley CE Primary School

In all that we do our values shine through

## Long Term Plan for French at KS2 2024 - 2026

### To be read alongside the Intent, Implementation and Impact Statement for MFL

#### 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.

#### In line with the National Curriculum for MFL, pupils at Eardisley CE Primary school are 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 clear
- 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.

This is done through a **weekly** French lesson, taught by the class teacher and supported by the KPOW scheme. Classes are mixed age - and so languages are taught on a 2-year rolling programme.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Beech A</b>	<p><b>Y3/4: French greetings with puppets (Cycle A)</b></p> <p>Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.</p>	<p><b>Y3/4: French adjectives of colour, size and shape (Cycle A)</b></p> <p>Describing shapes using adjectives of colour and size, learning the position of adjectives relative to the noun; noting cognates, practising language skills and developing confidence</p>	<p><b>Y3/4: In a French classroom (Cycle A)</b></p> <p>Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine.'</p>	<p><b>Y3/4: Bon appetit (Cycle A)</b></p> <p>Learning about French food and exploring different cultural customs; using language detective skills to spot cognates and near cognates; expressing opinions and using their knowledge to role-play a visit to a French market.</p>	<p><b>Y3/4: Playground games - numbers and age (Cycle A)</b></p> <p>Counting in French from one to twelve, recognising the written number words, talking about ages, comparing sentence structures in French and English and practising vocabulary by playing counting and</p>	<p><b>Y3/4: Shopping for French food (Cycle A)</b></p> <p>Exploring different ways to say 'the' when talking about shopping; applying new vocabulary and sentence structures to tell their own simple story about a trip to the shops.</p>

		through games and creating animal and Christmas artworks inspired by the cut-outs of French artist, Henri Matisse.			traditional French games.	
<b>Beech B</b>	<b>Y3/4: School days (Cycle B)</b> Learning how to use definite and indefinite articles and school-related vocabulary to build descriptive spoken and written sentences; comparing similarities and differences between a school	<b>Y3/4: Fabulous French food (Cycle B)</b> Learning how to eat out in France; ordering and paying the bill at a restaurant;	<b>Y3/4: This is me (Cycle B)</b> Learning how to exchange greetings and share personal information such as names and feelings.	<b>Y3/4: Birthday celebrations (Cycle B)</b> Using numbers and dates to exchange information; comparing similarities and differences between birthday celebrations in France and in England; adapting a model to write a birthday wish	<b>Y3/4: Colourful creatures (Cycle B)</b> Learning the vocabulary for adjectives of size and colour; using noun gender agreement and considering	<b>Y3/4: Gourmet tour of France</b>

	day in England and France, listening and reading to analyse key information.	asking and answering questions and making requests; exploring articles using food-related vocabulary.		list using indefinite articles and nouns.	how it impacts the article and adjectives; creating their own animal portraits, producing a short description.	

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Oak A	<p><b>Y5/6: Portraits - describing in French (Cycle A)</b></p> <p>Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>	<p><b>Y5/6: French weather (Cycle A)</b></p> <p>Learning phrases to describe the weather and vocabulary for the compass points; counting from 1 -100 in multiples of ten; combining this knowledge to make statements about what the temperature</p>	<p><b>Y5/6: Meet my French family (Cycle A)</b></p> <p>This UKS2 mixed-age unit draws on vocabulary and grammar learned in Years 3, 4 and 5, introduces family and relations vocabulary, the possessive adjective, my, and how to express likes and dislikes.</p>	<p><b>Y5/6 Exploring the French-speaking world (Cycle A)</b></p> <p>Discovering the many French-speaking countries, giving and following directions in French and discussing climate using comparative language.</p>	<p><b>Y5/6: Clothes - getting dressed in France (Cycle A)</b></p> <p>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping</p>	<p><b>Y5/6: Planning a French holiday (Cycle A)</b></p> <p>A mixed-age Y5/6 unit. The children learn to use a combination of present and near-future tenses, and become familiar with holiday-related vocabulary around packing a suitcase and</p>

		is in different parts of France and to deliver a weather forecast.			the concept of adjectival agreement. Expressing their opinions about outfits in French.	planning a journey. They explore which countries they might visit and why and ultimately research and plan a holiday to France.
<b>Oak B</b>	<b>Y5/6: French transport (Cycle B)</b> Using language detective skills to spot cognates, learn transport-related vocabulary and construct sentences using parts of the verb	<b>Y5/6: French verbs in a week (Cycle B)</b>	<b>Yr 5/6: In my French house (Cycle B)</b> Learning about surroundings and discovering the fascinating world of different homes. By exploring different types of houses,	<b>Y5/6: Visiting a town in France (Cycle B)</b>	<b>Y5/6: French music celebrations (Cycle B)</b> Learning vocabulary to name musical instruments and types of music. Expressing	<b>Y5/6: French sport and the Olympics (Cycle B)</b>

	<p><b>'aller'</b> with prepositions.</p>		<p>children build their vocabulary and pronunciation skills, describing their own homes and neighbourhoods in French.</p>		<p>opinions about music by forming extended sentences using conjunctions and adjectives. Learning about a famous French music festival, French-speaking musicians from different countries and adapting model sentences to create a profile for a musician.</p>	
--	--	--	---	--	---	--



