

Modern Foreign Languages (MFL)

Curriculum Medium-Term Planning



To support our teaching of French within KS2, we use the 'Language Angels' scheme (<https://www.languageangels.com/schools/>). Through the following medium-term plans, we ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. All pupils will be expected to achieve their full potential by encouraging high expectations and excellent standards in their foreign language learning with the aim to allow our children to progress onto middle school with a firm grounding in French.

National Curriculum Expectations

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

Curriculum Topic Overview

	Year 3	Year 4
Autumn 1	Les Salutations (Salutations)	Chez Moi (My Home)
Autumn 2	J' Apprends Le Français (I'm Learning French) Joyeux Noël (Christmas)	Je Me Présente (Presenting Myself)
Spring 1	Les Animaux (Animals) Les Jours (Days Of The Week)	En Famille (The Family) Le Carnaval
Spring 2	Quel Temps Fait-Il? (The Weather) La Galette Des Rois	Au Café (At The Cafe) Les Mois (Months Of The Year)
Summer 1	Les Fruits (The Fruits) Les Légumes (The Vegetables) Indefinite Articles	En Classe (In The Classroom) Definite Articles
Summer 2	Je Peux... (I Can...)	La Maison Tudor (Tudors)

As well as covering the above topics, we have also planned in sessions for the children to have teaching of other key vocabulary, sessions about French cultural events and focused lessons on key grammar. These can be seen above in the following colours:



Core Vocabulary Unit

Grammar

French Cultural Event

Year 3 Autumn 1

Les Salutations (Salutations)

Progression of Lessons in Unit

Week 1: How to say 'hello' in French- introduce the children to two ways of saying hello in French

Week 2: How to say 'my name is...' in French- show the children how to say their name in French

Week 3: How to say, 'how are you?' in French- show the children how to ask the question 'how are you?' in French

Week 4: How to say how you are feeling in French- introduce the children to three options to say how they are feeling in French

Week 5: How to say 'goodbye' in French- show the children how to say goodbye in French

Week 6: How to say 'see you soon' in French- show the children how to say 'see you soon' in French

Key Vocabulary Taught

- bonjour, salut
- je m'appelle
- ça va? ça va bien, ça va mal, comme ci comme ça,
- au revoir
- à plus tard

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Say all vocabulary including some simple rhymes with accurate pronunciation	Listen to and recognise all vocabulary in target language without written form	Read all new vocabulary and simple rhymes without hearing first	Spell all new language as accurately as possible via tasks in each lesson	

Year 3 Autumn 2

J'Apprends Le Français (I'm Learning French)

Progression of Lessons in Unit

Week 1: France & French speaking countries- Children will learn key facts about France, basic geography of France and the countries that surround it

Week 2: Asking & saying how you feel- Children will learn fixed phrases in French to say how they are feeling answering the question ça va? This encourages role play activity with the children

Week 3: Asking & saying your name- Children will learn fixed phrases in French to say what they are called answering the question comment tu t'appelles? This encourages role play activity with the children

Week 4: Numbers 1 to 10 & colours introduction- Children will learn the numbers from 1 to 10 and 10 basic colours

Week 5: Consolidation of colours plus fun worksheet activities- Consolidation of colours plus worksheets based around the colours learnt. Differentiated for whole class involvement

Key Vocabulary Taught

- Ça va?
- Comment tu t'appelles?
- Numbers 1 to 10
- 10 basic colours (including rouge / bleu / vert etc.)

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Say colours and numbers 1 - 10. Role play on saying how you are and what your name is	Listen to model role - plays and infer meaning. Numbers listening exercise	Match colours to written form. Match written form of numbers to digits	Activities lessons 1 - 5. Create name labels. Worksheets in lesson 5	

Year 3 Spring 1

Les Animaux (Animals)

Progression of Lessons in Unit

Week 1: Introduce first 5 animals (noun and article)- learn noun and article for the first five animals

Week 2: Introduce next 5 animals- learn noun and article for the next five animals

Week 3: Consolidation of all 10 animal nouns with related article- Consolidation of all 10 animal nouns and article with consolidation activities on the PowerPoint

Week 4: Focus on the spelling animal nouns and use of the correct article- children will focus on the correct spellings of the animal nouns and practice using the correct article

Week 5: Introduction of je suis...- Children will extend their knowledge by the introduction of je suis encouraging miming and oral presentation of je suis... plus an animal

Key Vocabulary Taught

- Nouns and articles for 10 common animals (including: un lion / un lapin / une souris)
- je suis.... plus choice of animal

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
ay "I am..." plus an animal in foreign language by end of unit	Activities in lessons 1 - 5. Match sound to animal picture / word / phrase	Activities in lessons 1 - 5. Match word to animal picture / word / phrase in English	Activities in lessons 1 - 5. Differentiated worksheets in lesson 5	Introduction of gender via the indefinite article and first person singular of the verb 'to be'

Year 3 Spring 2

Quel Temps Fait-il? (The Weather)

Progression of Lessons in Unit

Week 1: Introduction of vocabulary for weather- introduces nine key weather phrases to the children. The PowerPoint includes a true or false activity for whole class involvement

Week 2: Consolidation of weather vocabulary & matching pairs game- consolidates the nine key weather phrases. The focus on the spellings is achieved through the use of gap-fill activities and a matching pairs game

Week 3: Weather reading & listening activities incorporating days of the week- consolidates the key weather phrases with a particular focus on listening skills. This is achieved through the use of a reading and/or listening exercise (with all answers provided) incorporating days of the week and weather descriptions

Week 4: Weather map work- consolidates the key weather phrases with a particular focus on map work. Children will learn about some of the main French cities, they will learn compass points in French (dans le nord / dans le sud etc.) and incorporate this with the weather vocabulary learnt

Week 5: Create your own French weather forecast- incorporates all of the vocabulary learnt throughout this unit culminating with the children creating (and if you so wish, presenting) an authentic weather forecast in French

Key Vocabulary Taught

- Quel temps fait-il?
- variety of weather descriptions and responses including il pleut / il fait froid / il y a un orage
- key vocabulary needed for a French weather forecast including bienvenue / dans le nord

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Various activities in lessons 1 - 5. Ask and answer what the weather is like today in target language. Present as a weather forecaster	Activities in lessons 1 - 5. Challenging weather listening exercise in lesson 3	Various activities in lessons 1 - 5. Weather reading exercise in lesson 3	Create weather map and written weather report in lesson 5. Extended written opportunity	

Year 3 Summer 1

Les Fruits (The Fruits)/Les Légumes (The Vegetables)

Progression of Lessons in Unit

Week 1: 10 fruits introduced in the singular form- introduce the first 10 fruits in their singular form using the indefinite articles "une" and "un". In this lesson all 5 fruits are feminine, so we only use the indefinite article "une"

Week 2: 10 vegetables introduced- introduce the first 10 vegetables in their plural form using the definite article "les"

Week 3: Changing our French fruit nouns from the singular form to the plural form- change all ten fruit nouns from their singular form into their plural form using "les" in preparation for use with an opinion

Week 4: Introduction of a positive opinion using "J'aime..." (I like...)- we introduce a positive opinion using "J'aime..." (I like...) and combine it with all ten of our fruits in their plural form

Week 5: Introduction of a negative opinion using "Je n'aime pas..." (I do not like...)- introduce a negative opinion using "Je n'aime pas..." (I do not like...) and combine it with all ten of our fruits in their plural form. There is also the opportunity to introduce the target question "Est-ce que tu aimes...?" (Do you like...?)

Key Vocabulary Taught

- les fruits, une pomme, une banane, un abricot, les pommes, les bananes, les abricot
- J'aime..., Je n'aime pas...
- les légumes, les aubergines, les haricots verts, les champignons, les tomates, les pommes de terre
- Je voudrais

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Activities in lessons 1 - 5. Name 10 fruits and say "I like..." and "I don't like...". Short role play using the quantity of vegetable	Activities in lessons 1 - 5. Match sound to picture / word / phrase. Understanding slightly longer text	Activities in lessons 1 - 5. Match key nouns to picture / word / phrase in English	Activities in lessons 1 - 5. Differentiated worksheets in all lessons	Indefinite article with fruits. How to articulate a simple opinion. Plural use of the definite article

Year 3 Summer 2

Je Peux... (I Can...)

Progression of Lessons in Unit

Week 1: Introduce first 5 activities / verbs- introduce the children to the first five verbs/ everyday activities that they might do in their day

Week 2: Introduce next 5 activities / verbs- introduce the children to the next five verbs/ everyday activities that they might do in their day

Week 3: Introduction of 'je peux'- introduce the children to the French verb pouvoir in the form of je peux (I can). We will then use je peux in conjunction with the 10 everyday activities (talking, eating, dancing etc.) taught in earlier lessons

Week 4: Reading & listening exercises around je peux- consolidate our work with je peux (I can) by focusing on fun listening and reading activities

Week 5: Consolidation of je peux- consolidate our work with je peux (I can) by focusing on fun writing activities using a variety of differentiated worksheets

Key Vocabulary Taught

- je peux...
- ten activities to use with je peux... (including danser (to dance) / parler (to talk) / cuisiner (to cook))

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Activities in lessons 1 - 5. Say "I am able to.." / "I can..." plus activity by end of unit	Activities in lessons 1 - 5. Match sound to picture / word / phrase	Activities in lessons 1 - 5. Match key verb to picture / word / phrase in English	Activities in lessons 1 - 5. Differentiated worksheets in lesson 5	Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only

Year 4 Summer 2
Chez Moi (My Home)

Progression of Lessons in Unit

Week 1: Types of home and different locations- introduce pupils two different types of home (house and apartment) and five different locations (including: in a city, in the countryside etc.)

Week 2: Introduction to the first five rooms of the home plus "chez moi il y a..." (in my home there is/are...)- introduce the vocabulary for the first set of five rooms of the home. The noun for each room is introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine)

Week 3: Introduction to the next five rooms of the home plus consolidation of "chez moi il y a..." (in my home there is/are...)- introduce the vocabulary for the next set of five rooms of the home. The noun for each room is introduced with its appropriate indefinite article "une" (feminine) or "un" (masculine)

Week 4: Introduction of the phrase "chez moi il n'y a pas de..." (in my home there is not.../there are no...)- look at how to change the positive phrase "chez moi il y a..." (in my home there is/are...) into the opposite / negative phrase "chez moi il n'y a pas de..."

Week 5: Attempt to create a longer spoken or written passage in French using the language learnt in this unit and incorporating other language including personal details (such as their name and age etc.)- opportunity to incorporate other French vocabulary your pupils have learnt in other units - including language covering personal details

Key Vocabulary Taught

- chez moi
- j'habite dans..., une maison, un appartement, en ville, au bord de la mer, une cuisine, une salle à manger
- chez moi il y a..., chez moi il n'y a pas de...

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Activities in lessons 1 - 5. Say where you live and name the rooms in your house	Activities in lessons 1 - 5. Challenging listening exercises in lessons 4 and 5	Various activities in lessons 1 - 5. Differentiated worksheets in all lessons	Activities in lessons 1 - 5. Longer written email task and authentic reading task week 5	First person singular of the verb "to live" and "to have". Full use of the negative "I do not have"

Year 4 Autumn 2

Je Me Présente (Presenting Myself)

Progression of Lessons in Unit

Week 1: Revising France & French speaking countries, numbers 1-10 and 'how are you?' - Quick revision of France and French speaking countries. Teach the children how to ask *bonjour, ça va?* (hello, how are you?) give a reply *ça va bien, ça va mal* etc (I am well, I am not so well etc) and end their conversation with *au revoir* (goodbye)

Week 2: Saying your name & asking someone their name. Numbers 11 to 20- Teach the children how to say *je m'appelle* (I am called. / my name is.) and ask someone else *comment tu t'appelles?* (what is your name?). Learn numbers 10 to 20

Week 3: Numbers 10 to 20 listening exercise and 'how old are you?' - Teach the children how to ask *quel âge as-tu?* (how old are you?) and reply with *j'ai ... ans* (I am ... years old). Consolidate numbers 10 to 20 with listening exercise

Week 4: 'Where do you live?' and further number work- Teach the children how to ask *où habites-tu?* (where do you live?) and reply with *j'habite à* (I live in...). Consolidate numbers 10 to 20 with differentiated worksheets (extension worksheet up to number 30)

Week 5: Nationality, *je suis...*, individual presentations, Class French ID cards activity- Introduce nationality and teach the children *je suis* + nationality. Discuss and explain why nationality spellings change with gender. See sample ID cards and then create their own one

Key Vocabulary Taught

- Numbers 1 to 20
- *ça va?* / *je m'appelle comment tu t'appelles?* /
- *j'ai ... ans* / *quel âge as-tu?*
- *j'habite à...* / *où habites tu?*
- *je suis* + nationality

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Activities in lessons 1 - 5. Perform role play with name, age, where they live and nationality in lesson 5	Activities in lessons 1 - 5. Match sound to picture / word / phrase. Numbers 1 - 20 listening exercise in lesson 3	Activities in lessons 1 - 5. Read role - plays and understand the content	Activities in lessons 1 - 5. Lesson 5 contains differentiated numbers of worksheets and ID card	Nationalities and adjectival agreement based on gender

Year 4 Spring 1

En Famille (The Family)

Progression of Lessons in Unit

Week 1: Introduce nouns for family members with their article- Introduce nouns and the appropriate definite article for family members. Teach and explain the different articles for masculine, feminine and plural family member nouns

Week 2: What are family members called? - Consolidate family members and introduce the question elle or il s'appelle comment? (what is he or she called?) Teach the children how to answer this question

Week 3: 'Do you have a brother or sister?' - Consolidate question elle or il s'appelle comment? (what is he or she called?) Introduce the question as-tu un frère? and as-tu une soeur? with a range of answers

Week 4: Numbers 10 to 100 presented in units of 10- Consolidate question as-tu un frère? and as-tu une soeur? plus the range of appropriate answers. Introduce key language for numbers 10 to 100 in units of ten

Week 5: Concept of possessives (my brother, my sister, my parents etc.) in relation to family members- Introduce the concept of French possessives for family members. Mon, ma and mes and where and how these possessives should be used correctly

Key Vocabulary Taught

- Nouns and article for each family member
- explanation of article for masculine, feminine and plural nouns
- elle or il s'appelle comment?
- as-tu un frère? (with answers) / as-tu une soeur? (with answers) / j'ai un frère / j'ai une soeur
- numbers 10 to 100 (in units of ten)
- concept of possessives mon, ma and mes

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Activities in lessons 1 - 5. Present orally on your / a family in lesson 5	Activities in lessons 1 - 5. Match sounds to picture / word / phrase	Activities in lessons 1 - 5. Longer reading task in lesson 5	Activities in lessons 1 - 5. Lesson 5 contains a written presentation based on a / your family	Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'

Year 4 Spring 2

Au Café (At the Cafe)

Progression of Lessons in Unit

Week 1: Introduce vocabulary for a range of drinks with article- learn how to order a variety of drinks in French

Week 2: Introduce vocabulary for a range of foods with article- learn how to order a variety of foods in French

Week 3: Ordering something to eat and drink in a French café- learn how to ask the question and reply with their order for breakfast items in French

Week 4: 'What do you eat for breakfast?' - Using all the vocabulary learnt so far children will participate in a class survey interviewing each other in French on what they eat and drink for breakfast

Week 5: Children will learn typical snacks & drinks you can order in a French café- Children will learn a variety of typical snacks and drinks available in a French cafe so as to be able to order the items in an authentic role play situation

Key Vocabulary Taught

- je prends... / s'il vous plaît
- selection of French foods and drinks including: un jus d'orange, un thé au lait, un croissant, des céréales, un croque-monsieur

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Activities in lessons 1 - 5. Café role play in lesson 5	Activities in lessons 1 - 5. Match sound to picture / word / phrase	Activities in lessons 1 - 5. Match word to picture / sound / phrase	Activities in lessons 1 - 5. Simple worksheet in lesson 3. Create a menu with prices in lesson 5	1st person singular 'I would like / have' when ordering food and drink

Year 4 Summer 1

En Classe (In the Classroom)

Progression of Lessons in Unit

Week 1: Introduce vocabulary for first 6 classroom objects & article- Children will be taught 6 items of classroom stationery grouped by gender (masculine)

Week 2: Introduce vocabulary for next 5 classroom objects & article- Children will be taught a further 5 items of classroom stationery grouped by gender (feminine and plural)

Week 3: Use of 'j'ai' (I have) and 'je n'ai pas de' (I do not have)- use all stationery items learnt in previous two weeks to integrate the concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case

Week 4: What the children do and do not have in their pencil case- consolidate concept of j'ai... and je n'ai pas de... to say what they have and do not have in their pencil case as part of a class survey

Week 5: Classroom commands- Children will be taught a full set of classroom commands and instructions

Key Vocabulary Taught

- Classroom instructions including écoutez, écrivez, lisez
- Classroom stationery including un stylo, un livre, une gomme
- J'ai... / je n'ai pas de...

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Activities in lessons 1 - 5. 'What I have.. / don't have..' in my pencil case in lesson 5	Activities in lessons 1 - 5. Matching sound to picture / word / phrase in lessons 3 - 4	Activities in lessons 1 - 5. Match word to picture / sound / phrase	Various tasks in lessons 1 - 5. 'I have... / I don't have...' worksheets in lesson 3	Gender and indefinite article. Learning to sort and categorize by article. Use of the negative when saying 'I do not have...'

Year 4 Summer 2

La Maison Tudor (Tudors)

Progression of Lessons in Unit

Week 1: Pupils will learn how to decode and breakdown longer texts in the foreign language by using key literacy strategies such as looking for cognates first

Week 2: Pupils will continue to decode texts in the foreign language by learning to categorise language into verbs, adjectives and nouns

Week 3: Pupils will be exposed to more complex texts about the six wives of Henry VIII in the foreign language. They will use cognates and their knowledge of the Tudors in English to help decipher meaning

Week 4: Pupils will consolidate the language learnt so far in the unit by completing a True or False activity on Henry VIII's six wives

Week 5: Pupils will revise and consolidate all new knowledge about the Tudors in the foreign language by creating a storyboard to present to the class

Key Vocabulary Taught

- Henri
- La guerre civile
- Palasi de Placentia
- Months of the year
- Le roi

Language Skill Learning

Speaking	Listening	Reading	Writing	Grammar
Various activities in lessons 1- 5	Identifying verbs, adjectives and nouns from extended text in lesson 2. Describing the wives of Henry VIII in lessons 3-5	Identifying verbs, adjectives and nouns from extended text in lesson 2. Describing the wives of Henry VIII in lessons 3-5	Identifying verbs, adjectives and nouns from extended text in lesson 2. Describing the wives of Henry VIII in lessons 3-5	A general introduction to the past tense in the target language