

MFL- French Long Term Plan (Language Angels)

Cycle A	Lower Key Stage 2 – Year 3 and 4			Upper Key Stage 2 - Year 5 and 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Outcome	<p>Phonetics 1 & 2</p> <p>Introduction of phonemes: CH, OU, ON, OI</p> <p>Introduction of phonemes: I, IN, IQUE, ILLE</p>	<p>Musical Instruments (E)</p> <p>I can recognise most of the instruments I have been introduced to, when I hear them and can tell you what that instrument is in English.</p> <p>I can name approximately five in French with the correct gender.</p> <p>I am able to match most of the French spellings to their appropriate picture.</p> <p>I can nearly say I play five instruments of my choice, using the verb jouer correctly in French when I am shown a model answer first.</p>	<p>Goldilocks (I)</p> <p>I can use picture cards to sequence the story correctly.</p> <p>I can repeat from memory most of the words that match the pictures and may need a word bank to prompt me for the words I am unable to remember.</p> <p>I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me.</p> <p>I can create my own story board in French if I have all the language in front of me and I may need support.</p>	<p>Phonetics 3 & 4</p> <p>Introduction of phonemes: É, E, È, EAU, EUX</p> <p>Introduction of phonemes: QU, GNE, Ç, EN, AN</p>	<p>The Olympics (I)</p> <p>I can tell you some of the key facts from the history of the Olympics and from the modern games in French.</p> <p>I can remember at least five of the nouns for the ten sports from memory, including their correct spelling and their correct gender in French but I may need a prompt or reminder first.</p> <p>I can conjugate the JE and IL/ELLE form of the verb FAIRE. I can use this to say that I or my friend plays a sport in French.</p> <p>I can use de la, de l' and du correctly when saying I play a sport when I see a model answer first. I can also attempt to use the negative correctly.</p>	<p>The Planets (P)</p> <p>I can now name at least five planets in French and place them on a solar system map.</p> <p>I can also spell about five of the planets in French.</p> <p>I can tell you an interesting fact about four of the planets.</p> <p>I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural.</p>
	<p>I'm Learning French (E)</p> <p>I can find France on a map of the world if I am shown Europe first.</p> <p>I can name the capital of France immediately and three other well known French cities</p>	<p>Fruit (E)</p> <p>I can repeat and recognise most of the ten fruits in French with their correct article.</p> <p>I can attempt to possibly spell five of these words</p>	<p>Romans (I)</p> <p>I can tell you some of the key facts and name some of the key people from the history of the Roman Empire, but I may need to be prompted or reminded of first.</p>	<p>In Class (I)</p> <p>I can remember, repeat and spell some of the vocabulary covered in lessons for classroom objects.</p>	<p>School (P)</p> <p>I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and attempt to spell some, correctly, without help.</p>	<p>Regular Verbs (P)</p> <p>I can explain what a pronoun and a verb is in English and give you most of the French translations for 'I', 'you', 'he', 'she', 'we', 'you all', 'they' (masculine) and 'they' (feminine).</p>

	<p>if I am given an opportunity to look at a map first.</p> <p>I can name one other country where they speak French in the world.</p> <p>I can tell you my name, count to ten and how I am feeling in French with the help of an adult or the PowerPoint used in class.</p>	<p>unaided from memory with good accuracy.</p> <p>I can ask somebody in French if they like a particular fruit but I may need a reminder of the question first.</p> <p>I can say in French which of the ten fruits I like and dislike, but I may need a model answer.</p>	<p>I can say all the days of the week in French and also attempt some of their spellings.</p> <p>I can work faster and better with a word bank or a gap fill to help and remind me.</p> <p>I can name at least three famous Roman inventions.</p> <p>I can say one sentence from memory in French to describe my day as a Roman child.</p> <p>I can say more if I am given a model answer first and attempt to integrate the negative.</p>	<p>I can tell you some of the objects I have and do not have in my pencil case.</p> <p>I can remember and follow most classroom commands in French. I may need the teacher to mime the actions to help me.</p>	<p>I can attempt to use the correct article.</p> <p>I can say what subjects I like and dislike at school.</p> <p>I can tell you what time I have a particular subject at school. I can tell you what time I go to school.</p>	<p>I can conjugate most of the irregular verb AVOIR.</p> <p>I can conjugate most of the irregular verb ÊTRE.</p> <p>I can conjugate most of the irregular verb ALLER.</p> <p>I can conjugate most of the irregular verb FAIRE.</p>
	<p>Animals (E) Remember all the language from unit 1.</p> <p>Be introduced to ten animals in French. Match all the new French words to the appropriate picture.</p> <p>Remember the words for at least five animals in French unaided.</p> <p>Attempt to spell at least three animals correctly in French.</p>			<p>What Is The Date (I)</p> <p>I can repeat most of the months in French with good pronunciation, and attempt to spell some of them from memory but I work better with a gap fill exercise.</p> <p>I can ask the date in French and can attempt to give the date in French if I have a bank of words to choose from.</p> <p>I can ask somebody when their birthday is and say when my birthday is but I may need to hear the French choices first as a model for my own answer.</p>		

Cycle B	Lower Key Stage 2 – Year 3 and 4			Upper Key Stage 2 - Year 5 and 6		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Outcome	<p>Phonetics 1 & 2</p> <p>Introduction of phonemes: CH, OU, ON, OI</p> <p>Introduction of phonemes: I, IN, IQUE, ILLE</p>	<p>Salutations (E)</p> <p>I can say 'hello' informally. I can say what I am called.</p> <p>I can ask somebody how they are feeling and give a reply back when I am reminded of the language first.</p> <p>I can say 'goodbye' and also 'see you soon' when I hear it first.</p>	<p>Family (I)</p> <p>I can remember most of the language covered in unit one, but may need some prompting with odd words and phrases.</p> <p>I can tell you the words for family members in French and, with support, tell you what relation they are to me, how old they are and what they are called.</p> <p>I can understand numbers 1-100, count and use them in sequence.</p>	<p>Phonetics 3 & 4</p> <p>Introduction of phonemes: É, E, È, EAU, EUX</p> <p>Introduction of phonemes: QU, GNE, Ç, EN, AN</p>	<p>Do You Have A Pet? (I)</p> <p>I can understand and repeat most of the eight pets introduced by the teacher.</p> <p>I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me.</p> <p>I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language.</p> <p>I can attempt to improve my spoken and written French using the connectives ET ("and") or MAIS ("but").</p>	<p>Healthy Eating (P)</p> <p>I can now name and recognise at least five foods and drinks that are considered good for a healthy diet, perhaps more with the help of pictures to prompt me.</p> <p>I can also name at least another five foods and drinks that are considered bad for a healthy diet if eaten in excess.</p> <p>I can tell you at least one thing that I do during the week in terms of exercise.</p> <p>I can give you a general account of what I do to lead a healthy life style if I have a few minutes to prepare first.</p> <p>I can now follow a simple French recipe if I have a few minutes to analyse the text first.</p>
	<p>I Can... (E)</p> <p>I can name up to five common French verbs/activities.</p> <p>I can also spell up to five of these verbs accurately.</p> <p>I can match up to five verbs/activities to their picture easily, and attempt more if I</p>	<p>Presenting Myself (I)</p> <p>I can understand and use set phrases to talk about myself and ask others for simple information in return.</p> <p>I can understand numbers 1-20, count and use them out of sequence.</p>	<p>Habitats (I)</p> <p>I can name you one of the essential elements that plants and animals need to survive in their habitat, but I may need to be prompted or reminded first.</p> <p>I can tell you in French a couple of different types of</p>	<p>What is the Weather (I)</p> <p>I can repeat most of the weather vocabulary presented to me in class with good pronunciation, and attempt to spell some of these phrases from memory but I work better with the vocabulary written down in front of me.</p>	<p>The Weekend (P)</p> <p>I can ask what the time is in French and attempt to tell the time accurately, including using quarter past, half past and quarter to. I may need time to work it out first or check the language.</p>	<p>Me In The World (P)</p> <p>I know that there are many countries that have French as their official language and can name two of them in French (apart from France).</p> <p>I can locate some of these on a map of the world.</p>

	<p>have time to remind myself of the language first.</p> <p>I can say I am able to do some of these activities in French by using je peux.</p>	<p>I can say whether I am French or English and I am aware that the pronunciation changes if I am a girl or boy.</p>	<p>habitats and name examples, but I can work faster and better with a word bank or a gap fill to help and remind me.</p> <p>I can tell you in French which animals and which plants live and grow in one type of habitat.</p>	<p>I can ask what the weather is in French and can attempt to give the reply in French if I am reminded of the language choices first.</p> <p>I can read a French weather map but I need the language written down as I may have difficulty in recalling the language.</p>	<p>I have learnt a range of phrases in French to talk about the activities that I do at the weekend and can remember at least half of them by heart.</p> <p>I am able to highlight the verb in these sentences if I have a choice of the verbs in front of me first.</p> <p>I can give you an account of what I do at the weekend and at what time, integrating connectives into my work when I have a few minutes to prepare first.</p>	<p>I can name and mention a few key facts in French about two celebrations in French speaking countries.</p> <p>I can tell you at least one thing that I am going to do help protect our planet.</p>
	<p>Vegetables... (E)</p> <p>I can repeat and recognise most of the ten vegetables in French with their correct article.</p> <p>I can attempt to possibly spell five of these words unaided from memory with good accuracy.</p> <p>I can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight.</p> <p>I can perform a very simple French role play about buying vegetables at a market stall, but I may need a model answer to help me and a word bank to work from.</p>			<p>Clothes (I)</p> <p>I can repeat most of the clothes vocabulary presented to me in class with good pronunciation, and attempt to spell some of these words from memory but I work better with the vocabulary written down in front of me, with some pictures to prompt me.</p> <p>I can only get some of the un/une/des correct. I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing.</p> <p>I can attempt to use the verb "to wear" in French if I have a look at the choices first.</p>		

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