



Languages Long Term Curriculum Plan 2021-2022

Year	Speaking and Listening	Reading	Writing
Year 3/4	<ul style="list-style-type: none"> Name and describe people, a place and an object Have a short conversation saying 3 to 4 things Give response using a short phrase Start to speak using a full sentence 	<ul style="list-style-type: none"> Read and understand a short passage using familiar language Explain the main points in a short passage Read a passage independently Use a bilingual dictionary or glossary to look up new words 	<ul style="list-style-type: none"> Write phrases from memory Write 2-3 short sentences on a familiar topic Write what they like/dislike about a familiar topic
Year 5/6	<ul style="list-style-type: none"> Hold a simple conversation with at least 4 exchanges Use knowledge of grammar to speak correctly 	<ul style="list-style-type: none"> Understand a short story or factual text and note the main points Use the context to work out unfamiliar words 	<ul style="list-style-type: none"> Write a paragraph of 4-5 sentences Substitute words and phrases

MFL at a Glance at Eastfield Primary School – FRENCH			
	Autumn	Spring	Summer
Year 3	<p>Unit 1 - Je me presente (All about me) This unit introduces children to French. Children will learn how to introduce themselves, say how old they are, describe their family and begin to use feelings to describe their opinions. Children will also learn to count to 10. Children will do this through reading and writing phrases and short sentences, and by listening to simple phrases and sentences. Children will begin to speak using familiar short phrases.</p>	<p>Unit 3 - Joyeux anniversaire! (Happy Birthday) This unit further develops the children’s knowledge of number (to 31) and introduces days and months to enable them to say and write about their birthday. Children will develop their performance and speaking skills through a song (The French version of Happy Birthday). <i>Children’s listening skills will be assessed during this unit.</i></p>	<p>Unit 5 - Les corps humain (The human body) This unit further develops speaking and performing skills through the French version of Head, Shoulders, Knees and Toes. Children develop writing skills into longer sentences and a short paragraph to describe themselves (facial features etc.). <i>Children’s writing skills will be assessed during this unit.</i></p>
	<p>Unit 2 - En classe (The classroom) This unit develops knowledge of numbers to 20. Children begin to expand their vocabulary by responding to and following spoken classroom commands and naming classroom objects. Writing is developed into short sentences with some expansion of description (such as numbers and colours).</p>	<p>Unit 4 - Jacques et les haricots magiques (Jack and the Magic Beans) This unit introduces children to the bilingual dictionary. Children will now listen to a longer text (The French ‘Jack and the Beanstalk’) and will retell the story. <i>Children’s reading skills will be assessed during this unit.</i></p>	<p>Unit 6 - Au café (At the café) This unit develops knowledge of numbers to 40. Children will be introduced to food and drink and will use their reading, writing and speaking skills to order in a French café role play. <i>Children’s reading skills will be assessed during this unit.</i></p>



Year 4	<p>Unit 7 - Les transports (Transport) This unit introduces transport and children learn how to talk about their journey to school. Children develop their use of feelings and opinions both orally and in writing (including adjectives/conjunctions to extend sentences).</p>	<p>Unit 9 - Cendrillon (Cinderella) This unit builds on previous knowledge of the bilingual dictionary. Children will translate key words in a traditional fairytale (Cinderella) and will retell the story using familiar phrases (and in some cases their own). Children will further develop their speaking and pronunciation by performing the story to their peers.</p>	<p>Unit 11 - Les sports et les activités (Sports and hobbies) This unit introduces hobbies and sports, and builds on children’s ability to talk about their opinions. Children learn how to use present tense verbs correctly to talk about what people are doing. Children’s reading skills will be assessed during this unit.</p>
	<p>Unit 8 - Faire les magasins (Going to the shops) This unit develops knowledge of number further (to 69) and children learn the names (including determiners) for shops in French. Children will listen to a longer passage and develop their ability to pick out key ideas. This leads to a short conversation as part of a shopkeeper/customer role play.</p>	<p>Unit 10 - Manger sain (Healthy eating) This unit builds upon previous knowledge of food (fruit/vegetables) and includes adding ‘un’ or ‘une’ to words (children begin to understand that nouns have genders in French). Children will further develop their speaking and writing skills by creating a conversation which includes opinions on different foods. Children will perform this to their peers. <i>Children will also develop their cultural understanding by learning about breakfast traditions in France.</i></p>	<p>Unit 12 - Carnaval des animaux (piece of music by Camille Saint-Saëns.) This unit enhances knowledge of French culture through a famous piece of music (Carnaval des animaux) and its composer (Camille Saint-Saëns). Children will learn the names of animals in French and will identify them within the music. Children will also develop speaking and writing skills by describing the animals using adjectives. Children’s writing skills will be assessed during this unit.</p>
Year 5	<p>Unit 13 - Quel temps fait-il? (What’s the weather like?) This unit focuses on correct pronunciation of vowel sounds (particularly the ‘oh’ sound). Children will learn how to talk about the weather and where people go in different conditions. They will use this knowledge to present a weather report to their peers, developing their speaking skills.</p>	<p>Unit 15 - Quelle heure est-il? (What time is it?) This unit revises numbers to 60 in order for children to tell the time in French (digital and analogue). Children’s listening skills will be assessed in this unit.</p>	<p>Unit 17 - Les coquelicots (a painting by Claude Monet) This unit revises colours and progresses to detail how colours are placed after the noun they are describing in French (as opposed to before the noun in English). Children will show their understanding through a reading comprehension based on colours of animals (building upon previous language on animals). Children will study Les coquelicots by Claude Monet and write longer sentences to describe it, along with their opinions on the painting. Children’s writing skills will be assessed in this unit, through a written task based upon writing about the painting.</p>
	<p>Unit 14 - Je suis le musicien (I am the music man) This unit focuses on speaking skills in relation to the instruments the children and others play. This gives children the opportunity to further expand on their use of opinions. Children’s enjoyment and knowledge will be enhanced through song (I am the music man). This unit will assess reading skills in a longer passage.</p>	<p>Unit 16 - En ville (In the town) This unit revises genders for nouns and begins to look at interlingual homographs (words which look the same but are pronounced differently). Children learn to talk about the features in a town and use directional language (including prepositions) to navigate and talk about Hull. Children’s listening skills will be assessed in this unit, including longer passages with opinions.</p>	<p>Unit 18 - Les quatre saisons (The 4 seasons) This unit builds on previous knowledge of the months and develops to include the seasons. Children will also revise their knowledge of the weather and will describe it for each season. Children’s knowledge will be developed and enhanced through a song which will be presented to peers. Children will revise colours and will develop their understanding of how the spellings change to suit the noun. Children will write a paragraph about the activities they do in each season and will read it to their peers.</p>



Year 6	<p><u>Unit 19 - À l'école (At school)</u> This unit builds on previous knowledge of classroom objects and vocabulary, and extends vocabulary to include school subjects. Children develop their speaking skills through giving opinions and extend their reading skills. Children build on their use of prepositions by describing objects in the classroom. Children's speaking skills will be assessed in this unit</p>	<p><u>Unit 21 - Le passé et le présent (The past and the present)</u> This unit extends the children's knowledge of numbers to include years. Children learn to describe their town (revising the use of adjectives from previous units) and explain what it is like now and what it used to be like, using the present and past tenses. Children will create a tourist brochure for their town. Children's reading skills will be assessed in this unit.</p>	<p><u>Unit 23 - Chez le médecin (At the doctor's)</u> This unit revises and extends knowledge of parts of the body, including genders. Children will learn how to explain when they are poorly/injured and learn how to use plural nouns. Children will develop their speaking and listening skills through a role play conversation at the doctor's. Children's listening skills will be assessed in this unit.</p>
	<p><u>Unit 20 - Chez moi (My house)</u> This unit focuses on describing the home, including labeling and describing rooms. Children will describe their bedroom using descriptive and prepositional language and write a paragraph.</p>	<p><u>Unit 22 - En vacances (On holiday)</u> This unit links geography and cultural understanding through labeling countries in Europe. Children will revise weather vocabulary and describe holiday activities using the present tense. Children's reading skills will be assessed in this unit through a written paragraph about their holiday.</p>	<p><u>Unit 24 - Notre café (Our cafe)</u> This unit revises and extends children's knowledge of food and drink vocabulary. Children build on their skills from the previous unit 'Au café' and hold a more in-depth café conversation through role play.</p>