



## MFL Long Term Annual Plan

| <u>Term</u>   | <u>Autumn 1</u>                                                                                                        | <u>Autumn 2</u>                                                                                                                                                    | <u>Spring 1</u>                                                                                                  | <u>Spring 2</u>                                                                                                                  | <u>Summer 1</u>                                                                                                                 | <u>Summer 2</u>                                                                                               |
|---------------|------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|
| <b>Year 3</b> | <b>Me and my family</b><br>Simple greetings<br>Enquiries about who we are and how we are feeling                       | <b>Celebrations Birthday and Christmas</b><br>Numbers to 10<br>Ask and answer questions about your age<br>Say when your birthday is<br>French Christmas traditions | <b>Appearance and colour</b><br>Vocabulary – parts of the body<br>Verbal construct: 'J'ai'<br>Colours            | <b>Playground games and songs</b><br>Traditional French songs<br>Verbal construct: 'Savez-vous'<br>French Easter traditions      | <b>Sports day</b><br>Vocabulary – verbs of moving<br>Verbal construct: 'pouvoir' + infinitive<br>Say what sport you are playing | <b>Exploring texts</b><br>Two traditional tales<br>Using adjectives of size and colour                        |
| <b>Year 4</b> | <b>Going places Home and abroad</b><br>Talking about when, how and where you travel<br>The weather<br>Days of the week | <b>At the toy shop</b><br>Expressing likes and dislikes<br>Numbers to 40<br>Saying how much something costs                                                        | <b>Putting on a play/traditional stories</b><br>Analyse, learn and perform own versions of two traditional tales | <b>Animals Appearance, characteristics and habitat</b><br>Using adjectives to describe animals – adjectival agreement introduced | <b>Clothes and fashion</b><br>Vocabulary - clothes<br>Adjectival agreement                                                      | <b>Reading, translation and diary writing</b><br>Translate a fable using context, cognates and prior learning |
| <b>Year 5</b> | <b>Food</b><br>Vocabulary – food<br>Expressing opinions with 'je préfère'<br>Recipe texts<br>Write a spell             | <b>Music</b><br>Vocabulary – musical instruments and genres<br>Partner dialogue<br>work – asking                                                                   | <b>New year's resolutions Strategies for reading and translation</b>                                             | <b>My journey to school</b><br>Vocabulary – places in the locality<br>Directions                                                 | <b>The seaside</b><br>Vocabulary – the seaside<br>Analysis of three poems<br>Using their syntactical                            | <b>The seaside</b><br>Vocabulary – French snack food<br>Dialogue – ordering and                               |



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|               |                                                                                                                                                                                                                                                                                           | prices, expressing opinions, using pronouns                                       | Simple future tense – ‘Je vais’ + infinitive<br>Translation – importance of cognates and near-cognates                           |                                                                                                                                                                                     | patterns to write a class poem                                                                          | buying an ice cream<br>Bastille Day                                                                                      |
| <b>Year 6</b> | <b>Interviews with celebrities</b><br><b>A guided tour of school</b><br>Dialogue – an interview (revision of names, age, likes/dislikes, sports and music)<br>Vocabulary – the school<br>Write an introduction to St Peter’s expressing opinions<br>Subordinating conjunction ‘parce que’ | <b>Seasons</b><br>Vocabulary – the seasons<br>Present and past progressive tenses | <b>WW2 and evacuees</b><br>Vocabulary – contents of an evacuee’s suitcase<br>Expressing emotions and needs<br>Past perfect tense | <b>Exploring menus, ordering food</b><br><b>Traditional stories</b><br>French menus<br>Ordering food, asking where the toilet is, paying<br>Pronunciation<br>Translation strategies | <b>Appearance and personality</b><br>Describing yourself using ‘avoir’ and ‘être’<br>Using comparatives | <b>Visiting places</b><br><b>Sending postcards</b><br>Adverbials of time<br>Past perfect tense<br>Past progressive tense |