



*Languages (French) Long Term Planning Document
(KS2 only)*

Implemented: September 2021

Updated: September 2024

Next Review: September 2026

Our Curriculum Intent

The intent of our curriculum is for pupils to have high aspirations, make progress from their starting points and to contribute positively to the school community and beyond.

Communication

It is essential that children leave Heathlands Primary Academy able to communicate their thoughts, ideas and feelings successfully in a wide range of different forms. Through our work on vocabulary, we aim to develop children’s imaginations and to support them with building a rich vocabulary, which will enable them to understand the world in which we live. We will do this in French by:

- Giving children the skills to learn new vocabulary in another language
- Enabling children to apply knowledge of words from other cultures to give meaning to unfamiliar words in English
- Allowing children to express themselves in written and spoken words through a foreign language

Community

Children who attend Heathlands Primary Academy should feel that they are always part of a community, whether this means their class, school, local area or as global citizens. We are closely supported by the Cultural Hub and this enables us to deliver authentic experiences that the children can then use back in the classroom. Some of the ways in which we will achieve this in French will be:

- Encouraging children to embrace different cultures within the local community
- Showing children that languages can offer opportunities for the next stage of their education
- Offering children opportunities to explore other cultures and nationalities both within their school community and beyond

Application

A key part of our curriculum is ensuring that new skills and knowledge are applied across the subjects, where appropriate. This will enable children to see new information in a variety of contexts, and to become more independent learners. We will ensure this is effective in French by:

- Allowing children to make links between other subjects based on lexical interleaving and awareness of other cultures
- Ensuring that children know that the skills they learn in school can be applied in the outside world too
- Encouraging children to make mistakes and learn from them, based upon their knowledge of a foreign language

Long Term Planning Document

		Y3			Y4			Y5			Y6								
Units of work (linked to NC Pos)	Pack 1 Unit 1 All About Me	Pack 1 Unit 2 Games and Songs	Pack 1 Unit 3 Celebrations	Pack 1 Unit 4 Portraits	Pack 1 Unit 5 The Four Friends	Pack 1 Unit 6 Growing Things	Pack 1 Unit 7 All Aboard	Pack 1 Unit 8 Pocket Money	Pack 1 Unit 9 Tell Me a Story	Pack 1 Unit 10 Our Sporting Lives	Pack 1 Unit 11 Carnival of the Animals	Pack 1 Unit 12 What’s the weather like?							
	In this unit, the children are introduced to the foreign language and the fact that French is spoken in France and elsewhere. The work in this unit also aims to increase the children’s awareness of other languages and the diversity within their class. They will begin to respond to and ask questions about names and ages and start to talk about members of their family in French. They will also start to count in French and recognise some letter names.	In this unit, the children will learn to listen and respond to a French version of a well-known song. They will play games using numbers in French and learn how to talk about their favourite games. They will also learn or extend their knowledge of numbers to 20.	In this unit, the children will learn language relating to their achievements in activities and games and of celebrations of special occasions. They also learn to say the name of the month in which they celebrate their birthday.	In this unit, the children learn the names for the main parts of the body and colours. They also learn how to describe someone, understand descriptions and ask questions about physical appearance.	In this unit, the children learn to listen and respond to a French story. They learn how to talk about animals and describe their movement and colour. They add to their repertoire of verbs and learn to respond to questions with negatives. They prepare for a performance of a story/song and perform the story/song to another class or in assembly.	In this unit, the children learn the names of some vegetables grown in the garden and how to say which they like and dislike. They describe the life cycle of a plant in French. They also join in with a well-known story using French words and take a more active role in storytelling. They gain a cultural understanding of markets in French-speaking countries. They also learn how to say what they would like to buy in a market, take part in market role-plays and organise dialogue in the correct order.	In this unit, the children learn the names of some francophone countries and some towns in France. They learn the days of the week and some phrases about the weather. They also learn different modes of transport in French and say how they get to school and how they would travel to a French-speaking country.	In this unit, the children learn to express likes and dislikes and prepare and perform a radio and television advertisement. They develop confidence in manipulating numbers and learn about the euro.	In this unit, the children develop a greater understanding of sounds and spellings and continue to gain confidence in manipulating numbers. They learn some common adjectives, revise how to make simple feminine agreements and give instructions to one another. They learn the traditional story of Sleeping Beauty in French and perform it to an audience.	In this unit, the children learn the names for some sports and some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week, learn to say what activities they do on particular days and ask and answer questions about a diary. They gain confidence in talking about healthy and unhealthy foods and design and make a poster in French to promote healthy living.	In this unit, the children learn a range of animal names, explore what sounds animals make in French, talk about animal habitats and describe animals. They also begin to learn how to tell the time.	In this unit, the children learn a wider variety of phrases used to talk about the weather and how to say the temperature (including with negative numbers). They also learn the names of some common articles of clothing worn in different types of weather. They listen to Aesop’s fable <i>Le vent et le soleil</i> (‘The wind and the sun’). They learn to say the date and use it in a spoken report.							
Prior knowledge needed	Y3																		
	<ul style="list-style-type: none"> • To know how to speak audibly and clearly • To know how to work with a talk partner • To know that there are lots of different languages spoken in the world. <p>French is a new subject at Year 3, so prior knowledge may not always link back to a previous year group but may be from another area of learning.</p>	<ul style="list-style-type: none"> • To know the French words for my mother, my father, my sister, my brother (Y3 Aut) • To recognise numbers 1–10 (Y3 Aut) 	<ul style="list-style-type: none"> • To know the months of the year in English • To know how to play party games such as Pass the Parcel and Musical Statues • To know how to ask and say how old they are (Y3 Aut) • To recognise the French numbers 0–20 (Y3 Spr) • To know how to say what their preferred playground game is (Y3 Spr) • To know how to say ‘yes’ and ‘no’ in French (Y3 Aut) 	<ul style="list-style-type: none"> • To know the ‘Head, shoulders, knees and toes’ song in English • To know the ‘I can sing a rainbow’ song in English • To know how to play Loto! • To know how to say an activity they can do using je peux...(Y3 Sum) 	Y4			<ul style="list-style-type: none"> • To know how to play ‘Heads down, thumbs up’ • To know how to use Voici... or C’est...(Y3 Aut) • To know names of some colours in French (Y4 Aut) 	<ul style="list-style-type: none"> • To know how to use Voici... or C’est...(Y3 Aut) • To know the story Jack and the Beanstalk in English • To recognise numbers 1–10 (Y3 Aut) 	Y5			<ul style="list-style-type: none"> • To know how to say I like/I don’t like something in French (Y4 Sum) • To be aware of the English verbs ‘to adore’/‘to detest’ • To recognise the French numbers 0–20 (Y3 Spr) • To know how to say negative statements using ne... pas (Y4 Sum) 	<ul style="list-style-type: none"> • To know the story of Sleeping Beauty in English • To know how to play board games with dice • To know what adjectives and nouns are in English • Know how to say whether they really like something or not (Y5 Spr) 	Y6			<ul style="list-style-type: none"> • To know how to play Simon says and Snap • To know how to say an activity they can do using je peux...(Y3 Sum) • To know how to say I like/I don’t like something in French (Y4 Sum) • To know how to say the days of the week in French (Y5 Aut) • To know that euros are used in France, not pounds (Y5 Spr) 	<ul style="list-style-type: none"> • To know that horse is ‘cheval’ and rabbit is ‘lapin’ (Y4 Spr) • To know names of some colours in French (Y4 Aut) • To know how to tell the time in English • To know that French uses masculine and feminine forms (Y3 Sum)
		Y3			Y4			Y5			Y6								

	<p>O3.2 Recognise and respond to sound patterns and words O3.4 Listen attentively and understand instructions, everyday classroom language and praise words</p>	<p>O3.1 Listen and respond to simple rhymes, stories and songs O3.2 Recognise and respond to sound patterns and words (R)</p>	<p>O3.2 Recognise and respond to sound patterns and words (R) O3.3 Perform simple communicative tasks using single words, phrases and short sentences</p>	<p>O3.1 Listen and respond to simple rhymes, stories and songs (R) O3.2 Recognise and respond to sound patterns and words (R) O3.3 Perform simple communicative tasks using single words, phrases and short sentences (R)</p>	<p>O3.2 Recognise and respond to sound patterns and words (R)</p>	<p>O3.2 Recognise and respond to sound patterns and words (R) O3.3 Perform simple communicative tasks using single words, phrases and short sentences (R)</p>	<p>O4.2 Listen for specific words and phrases O4.4 Ask and answer questions on several topics</p>	<p>O4.2 Listen for specific words and phrases (R) O4.4 Ask and answer questions on several topics (R)</p>	<p>O4.2 Listen for specific words and phrases (R) O4.3 Listen for sounds, rhyme and rhythm</p>	<p>O4.2 Listen for specific words and phrases (R)</p>	<p>O4.2 Listen for specific words and phrases (R) O4.3 Listen for sounds, rhyme and rhythm (R) O4.1 Memorise and present a short spoken text</p>	<p>O4.3 Listen for sounds, rhyme and rhythm (R)</p>
	<p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words</p>	<p>L3.1 Recognise same familiar words in written form</p>	<p>L3.3 Experiment with the writing of simple words</p>	<p>L3.2 Make links between some phonemes, rhymes and spellings, and read aloud familiar words (R)</p>	<p>L3.1 Recognise same familiar words in written form (R)</p>	<p>L3.3 Experiment with the writing of simple words (R)</p>	<p>L4.1 Read and understand a range of familiar written phrases</p>	<p>L4.1 Read and understand a range of familiar written phrases (R)</p>	<p>L4.2 Follow a short familiar text, listening and reading at the same time L4.3 Read some familiar words and phrases aloud and pronounce them accurately</p>	<p>L4.1 Read and understand a range of familiar written phrases (R)</p>	<p>L4.4 Write simple words or phrases using a model and some words from memory</p>	<p>L4.3 Read some familiar words and phrases aloud and pronounce them accurately (R)</p>
	<p>IU3.1 Learn about the different languages spoken by children in the school IU3.2 Locate country/countries where the language is spoken IU3.3 Identify social conventions at home and in other cultures</p>	<p>IU3.4 Make indirect or direct contact with the country/countries where the language is spoken</p>	<p>IU3.1 Learn about the different languages spoken by children in the school (R)</p>	<p>IU3.1 Learn about the different languages spoken by children in the school (R) IU3.2 Locate country/countries where the language is spoken (R) IU3.3 Identify social conventions at home and in other cultures (R)</p>	<p>IU3.4 Make indirect or direct contact with the country/countries where the language is spoken (R)</p>	<p>IU3.1 Learn about the different languages spoken by children in the school (R)</p>	<p>IU 4.1 Learn about festivals and celebrations in different cultures IU4.4 Learn about ways of travelling to the country/countries</p>	<p>IU4.2 To know about some aspects of everyday life and compare them to their own.</p>	<p>IU4.3 Compare traditional stories</p>	<p>IU4.2 To know about some aspects of everyday life and compare them to their own. (R)</p>	<p>IU4.4 Learn about ways of travelling to the country/countries (R)</p>	<p>IU4.2 To know about some aspects of everyday life and compare them to their own. (R)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Content to be taught (secured knowledge in bold)</p>	<ul style="list-style-type: none"> To know that French is spoken in France as well as elsewhere To know the French words for my mother, my father, my sister, my brother To recognise numbers 1–10 To know how to ask and say how old they are To know how to introduce family members using <i>Voici...</i> or <i>C'est...</i> To know how to say 'yes' and 'no' in French To know other countries where English is spoken To know other countries where French is spoken To know how to say 'hello' and 'goodbye' in French To identify different languages spoken by people in school To identify three different sounds in French and pronounce them correctly To know how to ask and answer the question <i>Ça va?</i> To know how to answer the question <i>Comment tu t'appelles?</i> To know how to count to 10 in French with support 	<ul style="list-style-type: none"> To know the French numbers 0–20 To know how to say what their preferred playground game is Recognise and say the names of the characters and objects from the song To know that the letters é and er have the same sound in French Recognise the simple plural and understand that the pronunciation stays the same To know how to pronounce the numbers 0–10 accurately in French To know how to pronounce the numbers 11–20 in French with some accuracy 	<ul style="list-style-type: none"> To know how to say an activity they can do using <i>je peux...</i> To know how to say the month of their birthday Know that French uses masculine and feminine forms Identify the French for activities by responding with actions Know how to pronounce <i>j</i> in French with some accuracy Know how to say what they can do and demonstrate it with appropriate actions To know that <i>je peux</i> can be used as a statement and as a question 	<ul style="list-style-type: none"> To know names of some colours in French To know the French names for some parts of the body Identify body parts through a song Be able to label parts of the body Use and recognise a variety of colours in French Understand a longer description using colours and body parts in French Begin to give descriptions using colours and body parts in French 	<ul style="list-style-type: none"> To know that horse is 'cheval' and rabbit is 'lapin' To know how to respond to questions To know how to use colours to describe animals To be able to understand written descriptions of animals To know how to use animal names and colours to write a short description of an animal with support 	<ul style="list-style-type: none"> To know that a bean is 'haricot' To know how to ask for something when purchasing To know how to say I like/I don't like something in French To know how to say negative statements using <i>ne... pas</i> To know how to ask and answer questions expressing likes and dislikes To know how to respond to questions in French 	<ul style="list-style-type: none"> To know that <i>à pied</i> is on foot, <i>en voiture</i> is by car and <i>en vélo</i> by bike To know how to say the days of the week in French To know how to say different types of weather in French Know the compass directions in French Know how to say how they get to school using transport words Name some French-speaking countries Say how they can travel to French speaking countries Form a sentence which starts with a day of the week 	<ul style="list-style-type: none"> To know and recognise numbers from 21 to 39 To know that euros are used in France, not pounds To know how to say whether they really like something or not know how to respond to questions about likes and dislikes using previously learnt language to know how to ask and answer the question: <i>Tu aimes ça?</i> Recognise numbers up to 39 when spoken Know how to give prices in French Know how to say whether a toy is cheap or expensive 	<ul style="list-style-type: none"> To know how to respond to classroom instructions in French To know the order of how nouns and adjectives are used in French Understand that verbs change when giving a command in French Know how to apply simple agreements to adjectives 	<ul style="list-style-type: none"> To know 3 sports in French To know how to name some food and drinks in French Read and recognise the names of some food and drink Know how to say whether something is healthy or unhealthy Know how to answer questions about which sports they take part in Know how to say on which day of the week they do a sport 	<ul style="list-style-type: none"> To know how to say o'clock in French To know how to say where some animals live using a sentence To know and say some French adjectives Understand the agreement of simple nouns and adjectives know when to use an apostrophe with the article before a noun beginning with a vowel know how to say the names of some habitats 	<ul style="list-style-type: none"> To be able to recognise numbers to 40 when spoken aloud To know how to say what the weather is like (one word answer) Use a variety of weather phrases know how to pronounce numbers to 40 with reasonable accuracy Understand weather words in the story Know how to order a story in the correct sequence Know how to say what they need to wear or use in different types of weather
	Y3	Y3	Y3	Y4	Y4	Y4	Y5	Y5	Y5	Y6	Y6	Y6
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">French vocabulary to be explicitly taught during this unit</p>	<p><i>Bonjour!</i> Hello! <i>Salut!</i> Hi! <i>Au revoir!</i> Goodbye! <i>monsieur/madame</i> Sir/Madam <i>Ça va?</i> How are you? <i>Ça va bien.</i> I'm fine. <i>Ça va mal.</i> I'm not well. <i>Comme ci comme ça.</i> I'm so so. <i>Et toi?</i> And you? <i>oui</i> yes <i>non</i> no <i>Comment tu t'appelles?</i> What's your name? <i>Je m'appelle...</i> My name is... <i>Voici...</i> Here is... <i>C'est...</i> This is.../It's... <i>ma famille</i> my family <i>ma mère</i> my mother <i>mon père</i> my father <i>ma sœur</i> my sister <i>mon frère</i> my brother <i>J'ai... frères/sœurs.</i> I have... brothers/sisters. <i>un</i> one</p>	<p>Words for 'The farmer's in his den' <i>le fermier</i> farmer <i>le frère</i> brother <i>la sœur</i> sister <i>le père</i> father <i>la mère</i> mother <i>le chat</i> cat <i>le rat</i> rat <i>le fromage</i> cheese <i>Combien de...?</i> How many...? <i>une oie</i> one goose <i>sept oies</i> seven geese <i>C'est toi!</i> It's you!</p> <p>Words from the <i>Ça va?</i> song <i>zéro</i> 0 <i>un</i> 1 <i>deux</i> 2 <i>trois</i> 3 <i>quatre</i> 4 <i>cinq</i> 5 <i>six</i> 6 <i>sept</i> 7 <i>huit</i> 8 <i>neuf</i> 9 <i>dix</i> 10</p>	<p><i>bien</i> good <i>très bien</i> very good <i>pas du tout</i> not at all <i>Je joue bien au football</i> I'm good at playing football <i>Je nage bien</i> I'm good at swimming (literally: I swim well) <i>Je danse</i> I dance <i>Je chante</i> I swim <i>Je lis</i> I read <i>Bravo!</i> Well done! <i>Super!</i> Super! <i>Chouette!</i> Cool! <i>Fantastique!</i> Fantastic! <i>Je suis un génie</i> I'm a genius! <i>Tu es un génie!</i> You're a genius <i>Je suis génial(e)!</i> I'm a genius (feminine)! <i>Tu es génial(e)!</i> You're a genius (feminine)! <i>Joyeux anniversaire!</i> Happy birthday!</p>	<p><i>la tête</i> head <i>les épaules</i> shoulders <i>les genoux</i> knees <i>les pieds</i> feet <i>les doigts de pieds</i> toes <i>les yeux</i> eyes <i>les oreilles</i> ears <i>la bouche</i> mouth <i>le nez</i> nose <i>le bras</i> arm <i>la jambe</i> leg <i>les couleurs</i> the colours <i>rouge</i> red <i>rose</i> pink <i>orange</i> orange <i>jaune</i> yellow <i>bleu/bleue</i> blue (masculine/feminine) <i>vert/verte</i> green (masculine/feminine) <i>noir/noire</i> black (masculine/feminine) <i>blanc/blanche</i> white (masculine/feminine)</p>	<p><i>le cheval</i> the horse <i>le mouton</i> the sheep <i>le lapin</i> the rabbit <i>la souris</i> the mouse <i>toc toc toc</i> knock knock <i>croc croc</i> crunch crunch <i>On va jouer aux pouces.</i> We're going to play Heads down, thumbs up. <i>Tu es quel animal?</i> What animal are you? <i>galope</i> gallops <i>court</i> runs <i>sautille</i> hops <i>trottine</i> scurries <i>vite</i> quickly <i>lentement</i> slowly <i>chercher</i> to look for/find <i>Il/Elle est...</i> He/She is... <i>Le cheval est de</i> What colour is the <i>quelle couleur?</i> horse? <i>Le cheval est noir.</i> The horse is black. <i>gris/grise</i> grey (masculine/</p>	<p><i>Tu aimes...?</i> Do you like...? <i>J'aime...</i> I like... <i>Je n'aime pas...</i> I don't like... <i>beaucoup</i> a lot/much <i>Qu'est-ce que c'est en anglais?</i> What is it in English? <i>une graine</i> a seed <i>la racine</i> pousse the root grows <i>Après la racine, la tige pousse</i> After the root, the shoot grows <i>Après la tige, les feuilles poussent</i> After the leaves, the leaves grow <i>Après les feuilles, la fleur pousse</i> After the leaves the flower grows <i>Après la fleur, le fruit pousse</i> After the flower grows, the fruit grows <i>Le fruit donne les graines</i> The fruit gives seeds</p>	<p><i>Je vais à l'école</i> I go to school <i>à pied</i> on foot <i>en voiture</i> by car <i>en vélo</i> by bike <i>en bus</i> by bus <i>dans le...</i> in the... <i>nord</i> north <i>sud</i> south <i>(l') est</i> east <i>(l') ouest</i> west <i>Où vas-tu?</i> Where are you going? <i>Je vais...</i> I'm going... <i>en Belgique</i> to Belgium <i>en France</i> to France <i>en Guyane</i> to Guyana <i>en Côte d'Ivoire</i> to the Ivory Coast <i>il fait chaud</i> it is hot <i>il fait froid</i> it is cold <i>il fait beau</i> it is fine <i>il fait mauvais</i> it is bad weather <i>il fait du soleil</i> it is sunny <i>il fait du vent</i> it is windy <i>il pleut</i> it is raining <i>à...</i> in...</p>	<p><i>J'aime ça</i> I like that <i>Je n'aime pas ça</i> I don't like that <i>J'adore...</i> I love... <i>Je déteste...</i> I hate... <i>ça</i> that <i>Tu aimes ça?</i> Do you like that? <i>miam, miam!</i> yum! <i>berk!</i> yuck! <i>vingt-et-un</i> 21 <i>vingt-deux</i> 22 <i>vingt-trois</i> 23 <i>vingt-quatre</i> 24 <i>vingt-cinq</i> 25 <i>vingt-six</i> 26 <i>vingt-sept</i> 27 <i>vingt-huit</i> 28 <i>vingt-neuf</i> 29 <i>trente</i> 30 <i>trente-et-un – trente-neuf</i> 40 <i>un CD</i> a CD <i>un ballon de foot</i> a football <i>une console</i> a games console <i>une peluche</i> a soft toy <i>une poupée</i> a doll</p>	<p>Language from the Sleeping Beauty story <i>le prince</i> the prince <i>la belle au bois dormant</i> Sleeping Beauty <i>la méchante fée</i> the wicked fairy <i>la haie d'épines</i> the hedge of thorns <i>Ouvre les yeux</i> Open your eyes <i>Tu dors cent ans</i> You will sleep for 100 years <i>la fée arrive</i> the fairy arrives <i>la haie grandit</i> the big hedge <i>le prince charmant</i> the prince charming <i>Regardez</i> Look <i>Répétez</i> Repeat <i>Écoutez</i> Listen Language from tongue twisters <i>Levez-vous</i> Stand up <i>Asseyez-vous</i> Sit down</p>	<p><i>Je joue au tennis</i> I play tennis <i>Je joue au cricket</i> I play cricket <i>Je joue au basket</i> I play basketball <i>Je joue au football</i> I play football <i>Je fais du vélo</i> I ride my bike <i>Je fais du skate</i> I ride my skateboard <i>Je fais de la danse</i> I dance <i>Je fais de la natl swim</i> <i>le jus d'orange</i> orange juice <i>le yaourt</i> yoghurt <i>le poisson</i> fish <i>une pomme</i> an apple <i>les carottes</i> carrots <i>le chocolat</i> chocolate <i>le coca</i> cola <i>les pommes frites</i> chips <i>les bonbons</i> sweets <i>Je voudrais...</i> I would like... <i>euro</i> euro <i>C'est bon pour la santé.</i> It's good for your</p>	<p><i>le lion</i> the lion <i>le coq</i> the cock <i>le kangourou</i> the kangaroo <i>le poisson</i> the fish <i>le coucou</i> the cuckoo <i>l'éléphant (m)</i> the elephant <i>l'âne (m)</i> the donkey <i>l'oiseau (m)</i> the bird <i>la tortue</i> the tortoise <i>la poule</i> the hen <i>le hibou</i> the owl <i>fort</i> loudly <i>doucement</i> softly <i>rapidement</i> quickly <i>lentement</i> softly Colours from Unit 4 <i>Quelle heure est-il?</i> What's the time? <i>une heure</i> one o'clock <i>deux heures</i> two o'clock <i>trois heures</i> three o'clock <i>quatre heures</i> four o'clock <i>cinq heures</i> five o'clock <i>six heures</i> six o'clock <i>sept heures</i> seven o'clock <i>huit heures</i> eight o'clock</p>	<p><i>il neige</i> it's snowing <i>il gèle</i> it's freezing Numbers one to 39 from Unit 8 <i>moins</i> minus <i>degrés</i> degrees Language from the story <i>Le vent et le soleil</i> <i>Quand... il te faut...</i> When... you need... <i>un manteau</i> a coat <i>un chapeau</i> a hat <i>un parapluie</i> an umbrella <i>une écharpe</i> a scarf <i>des gants</i> gloves <i>des bottes</i> boots <i>des lunettes de soleil</i> sunglasses <i>lundi 5 juin, etc.</i> Monday 5th June, etc. <i>le 5 juin, etc.</i> the 5th June, etc. Additional language for teachers <i>Qu'est-ce qu'il te faut?</i> What do you need?</p>

	<p><i>deux</i> two <i>trois</i> three <i>quatre</i> four <i>cinq</i> five <i>six</i> six <i>sept</i> seven <i>huit</i> eight <i>neuf</i> nine <i>dix</i> ten <i>Quel âge as-tu?</i> How old are you? <i>J'ai sept/huit ans.</i> I am 7/8 years old.</p>	<p><i>onze</i> 11 <i>douze</i> 12 <i>treize</i> 13 <i>quatorze</i> 14 <i>quinze</i> 15 <i>seize</i> 16 <i>dix-sept</i> 17 <i>dix-huit</i> 18 <i>dix-neuf</i> 19 <i>vingt</i> 20 <i>et</i> and <i>voilà</i> here is</p>	<p><i>Mon anniversaire est en...</i> My birthday is in... <i>janvier</i> January <i>février</i> February <i>mars</i> March <i>avril</i> April <i>mai</i> May <i>juin</i> June <i>juillet</i> July <i>août</i> August <i>septembre</i> September <i>octobre</i> October <i>novembre</i> November <i>décembre</i> December <i>Quel âge as tu?</i> How old are you? <i>J'ai sept/huit ans.</i> I'm 7/8 years old <i>Je peux...</i> I can... <i>sauter</i> jump</p>	<p><i>violet/violette</i> violet (masculine/ feminine) (add -s to all the above if plural) <i>marron</i> (invariable) brown <i>Mon monstre a...</i> My monster has... <i>Lisez/Lis</i> Read (plural/ singular) <i>Copiez les mots</i> Copy the words <i>On va jouer au brico-monstre.</i> We are going to play Make-a-monster. <i>Jouons!</i> Let's play! <i>Lancez/Lance le dé</i> Throw (plural/ singular)the dice <i>À vous/toi (de jouer)!</i> It's your turn (to play)! (plural/</p>	<p>feminine) <i>Le lapin ne galope pas.</i> The rabbit does not gallop. <i>Voici...</i> Here is... <i>jouer au football</i> play football <i>nager</i> to swim <i>danser</i> to dance <i>chanter</i> to sing <i>C'est qui?</i> Who is it? <i>C'est moi.</i> It's me. <i>petit</i> little <i>Youpi!</i> Yippee!</p>	<p><i>le haricot</i> the bean <i>une graine de haricot</i> a bean seed <i>Jacques et le haricot magique</i> Jack and the magic bean (Jack and the beanstalk) <i>le géant</i> the giant <i>la tige</i> the shoot <i>la harpe</i> the harp <i>la vache</i> the cow <i>le marché</i> the market <i>au marché</i> at the market <i>il glisse</i> he slides <i>il grimpe</i> he climbs <i>Hum!, Hum!, Hum!</i> - 'Fee, fi, fo, fum!' <i>Meuh!</i> Moo!</p>	<p><i>en train</i> by train <i>en avion</i> by plane <i>en bateau</i> by boat <i>lundi</i> Monday <i>mardi</i> Tuesday <i>mercredi</i> Wednesday <i>jeudi</i> Thursday <i>vendredi</i> Friday <i>samedi</i> Saturday <i>dimanche</i> Sunday</p>	<p><i>pour mon anniversaire</i> for my birthday <i>C'est combien?</i> How much is it? <i>un euro</i> one euro <i>deux euros</i> two euros <i>C'est super/magnifique/</i> It's great/ <i>fantastique</i> magnificent/fantastic <i>Je n'ai pas de...</i> I don't have... <i>C'est cher</i> It's expensive <i>Ce n'est pas cher</i> It's not expensive</p>	<p><i>Levez la main</i> Put your hand up <i>Taisez-vous/Tais-toi</i> Be quiet (plural/ singular) <i>quarante</i> 40 <i>cinquante</i> 50 <i>soixante</i> 60 <i>soixante-dix</i> 70 <i>quatre-vingts</i> 80 <i>quatre-vingt-dix</i> 90 <i>cent</i> 100 <i>Il/Elle est...</i> He/She is... <i>grand/e</i> big (masculine/ feminine) <i>petit/e</i> small (masculine/ feminine) <i>charmant/e</i> charming (masculine/ feminine)</p>	<p>health. <i>C'est mauvais pour la santé.</i> It's bad for your health. <i>C'est bon pour la santé?</i> Is it good for your health? <i>C'est mauvais pour la santé?</i> Is it bad for your health? Days of the week from Unit 7 Lesson 5 <i>Qu'est-ce que tu fais (lundi)?</i> What are you doing/what do you do (on Monday)? <i>Jouez!</i> Play! <i>Mangez!</i> Eat! <i>Buvez!</i> Drink!</p>	<p><i>neuf heures</i> nine o'clock <i>dix heures</i> ten o'clock <i>onze heures</i> eleven o'clock <i>douze heures</i> twelve o'clock <i>Il est...</i> It is... <i>midi</i> midday <i>minuit</i> midnight <i>grand</i> big <i>petit</i> small <i>lent</i> slow <i>rapide</i> quick <i>fort</i> strong <i>timide</i> timid</p>	<p><i>Il fait quelle température?</i> What temperature is it? <i>Quelle est la date?</i> What is the date? <i>Voici la météo</i> Here is the weather report <i>aujourd'hui</i> today</p>
	Y3			Y4			Y5			Y6		
Suggested high quality texts	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. 3, 2, 1... je découvre Paris - Béatrice Veillon & Catherine Loizeau	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Ma Famille / My Family (French - English) – Mandie Davis	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. I can read French - Bon anniversaire ! / Happy Birthday! - Mary Risk	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Toutes Les Couleurs – Alex Sanders Bonne Nuit, Petit Monstre Vert - Ed Emberley	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Berthe: Berthe et le Miroir Magique - Gwen Brookes La ferme riquiqui - Julia Donaldson / Axel Scheffler (translated version)	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Jack et le haricot magique - Benjamin Tabart and Joseph Jacobs Charlie et la Chocolaterie - Roald Dahl (Translated version)	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. La chenille qui fait des trous - Eric Carle (translated version)	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Berthe: Berthe va au supermarché - Gwen Brookes	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Sleeping Beauty: La Belle Au Bois Dormant - Anne Walter	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Sports Day in the Jungle / Le jour de sport dans la jungle (French - English) - Jill Newton	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Petit Poisson Blanc – Guido Van Genechten Au carnaval des animaux - Marianne Dubuc	Use Mon Ane DVD (songs and rhymes) and Une année en France (practical activities for intercultural understanding) to supplement lessons throughout the term. Le soleil et le vent - by Mairi Mackinnon
Rationale	Modern Foreign Languages are statutory for all children in KS2. Children at Heathlands started regularly learning French for the first time in January 2021. Due to this delay, a staggered rolling programme has been put in place to ensure that children move through a scheme designed to give them the skills and vocabulary to progress into the next level of their education. The scheme currently used is the LCP Primary French Resource Scheme. This is supplemented with activities themed around intercultural events on the French calendar, and authentic songs and rhymes to inspire and entertain.											

(R) – repeated skill to ensure all children have had the opportunity to practise.

Planning materials and resources are available from LCP Resource File 1 – this is all located on the server.

MFL (French) coverage rolling programme

Academic Year	Y3 coverage	Y4 coverage	Y5 coverage	Y6 coverage
2020-2021	Pack 1 Units 1-3	Pack 1 Units 1-3	Pack 1 Units 1-3	Pack 1 Units 1-3
2021-2022	Pack 1 Units 1-3	Pack 1 Units 4-6	Pack 1 Units 4-6	Pack 1 Units 4-6
2022-2023	Pack 1 Units 1-3	Pack 1 Units 4-6	Pack 1 Units 7-9	Pack 1 Units 7-9
2023-onwards	Pack 1 Units 1-3	Pack 1 Units 4-6	Pack 1 Units 7-9	Pack 1 Units 10-12

Lockdown and 2 mixed year groups have had an impact on this progress – subject lead to monitor catch up provision towards end of 21/22 year.