

Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3	<b>J'apprends le français:</b> Locate Paris and a few key cities on a map. Say our name, how we are feeling, learn up to 10 colours and count from 1-10 in French	<b>J'apprends le français</b> Learn up to 10 colours Count from 1-10 in French.  <b>Noel:</b> How Christmas is celebrated in France, different traditions to the UK.	<b>Les Animaux</b>  Name and recognise up to 10 animals in French. Attempt to spell some of these nouns with their correct indefinite article. Pretend that we are a particular animal using the 1st person singular of the verb être (je suis = I am).	<b>Je Peux</b>  Recognise, remember and spell 10 action verbs in French. Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able)  <b>Pâques:</b> Learn about Easter traditions in France.	<b>Je Peux</b>  Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and) & 'mais' (but).	<b>Les Glaces</b>  Recognise, recall and spell up to 10 ice-cream flavours in French. · Use the structure 'je voudrais' to order an ice-cream in French. · Say whether we would like a cone or a cup with the number of scoops in French. · Use all the language from the unit to perform a short role-play with key transactional language in French.
Year 4	<b>Je me présente(Presenting Myself)</b>  Know how count to 20 in French. Ask somebody how they are feeling and give an appropriate response back. Ask somebody their age, name, where they live and reply.	<b>Ma Famille</b>  Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age and relationship Count up to 100 in French. Understand possessive adjectives better in French ('my' form only).	<b>Ma Famille</b>  Remember the nouns for family members in French from memory. Describe our own or a fictitious family in French by name, age and relationship Count up to 100 in French. Understand possessive adjectives better in French ('my' form only).	<b>En Classe</b>  Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French Describe what we have and do not have in our pencil case Respond to simple classroom commands.	<b>Au salon de thé(At the Tea Room)</b>  Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge · Understand better how to make nouns plural in French. · Improve our knowledge of French currency. · Order in French what we would like to eat and drink in a role-play.	<b>Quel temps fait-il?(What is the weather like?)</b>  Ask what the weather is like and respond in French. Recognise and recall the conjunctions 'et' (and) & 'mais' (but). · Recognise and recall the 4 core compass points in French. · Recognise and recall numbers 1-31 in French to express the temperature. · Recognise and recall the 7 days of the week and the time of day in French. · Present a weather forecast in

						French.
<b>Year 5</b>	<p><b>As-tu un animal ? (Do you have an animal?)</b></p> <p>Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Tell somebody in French if they have or do not have a pet. Ask somebody else in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the conjunctions et ("and") or mais ("but").</p>	<p><b>En Classe (In the classroom)</b></p> <p>Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French Describe what we have and do not have in our pencil case Respond to simple classroom commands.</p> <p>NB La Date next year</p>	<p><b>En Classe (In the classroom)</b></p> <p>Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French Describe what we have and do not have in our pencil case Respond to simple classroom commands.</p> <p>NB La Date next year</p>	<p><b>Chez Moi (My home)</b></p> <p>Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French using previously learnt language (incorporating personal details such as their name and age).</p>	<p><b>Les Vêtements (Clothes)</b></p> <p>In this unit the pupils will learn how to. Recognise, recall and spell up to 15 items of clothing with their indefinite articles/determiners in French. Describe items of clothing using colours as adjectives in French. Use 'Je porte' (I wear/I'm wearing) and the conjunction 'et' (and) in full sentences. Express what we wear in 4 different scenarios in French.</p>	<p><b>Les Vikings</b></p> <p>Name the key periods in Ancient Britain, chronologically in French. Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement. Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns.</p>
<b>Year 6</b>	<p><b>En Ville</b></p> <p>· Recall 10 places in a town in French along with their respective definite articles/determiners. ·</p>	<p><b>En Ville</b></p> <p>· Recall 10 places in a town in French along with their respective definite</p>	<p><b>Les Planètes</b></p> <p>Name and label a map of the Solar System in French.</p>	<p><b>Les Vikings</b></p> <p>Name the key periods in Ancient Britain, chronologically in French.</p>	<p><b>Les Vikings</b></p> <p>Name the key periods in Ancient Britain, chronologically in French.</p>	<p><b>La Seconde Guerre mondiale (WW2)</b></p> <p>Group/order unknown vocabulary to help</p>

## Frieth CEC School

## MFL Long Term Plan 2025-2026 (Knowledge)

	<p>Follow 5 different directional instructions in French and their combinations. · Ask where a location is and respond with a description of relative distance (nearby/far away) in French. · Use prepositions to give the precise location of one place in relation to another in French. · Conduct a dialogue in French about where places are in a town using transactional language.</p> <p><b>NB next year At School first</b></p>	<p>articles/determiners. · Follow 5 different directional instructions in French and their combinations. · Ask where a location is and respond with a description of relative distance (nearby/far away) in French. · Use prepositions to give the precise location of one place in relation to another in French. · Conduct a dialogue in French about where places are in a town using transactional language.</p>	<p>Apply the rules of adjectival agreement to describe the Solar System in French.</p> <p>Use conjunctions and intensifiers to extend descriptions of the Solar System</p> <p>Ask key questions in French in order to conduct an interview with an astronaut. Answer the questions in French in order to present themselves as an astronaut.</p> <p>Deepen their understanding of adjectival agreement to describe themselves in terms of character.</p>	<p>Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</p> <p>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns.</p>	<p>Describe themselves physically by pretending to be a member of a fictitious Viking family. Use more exciting adjectives in their sentences, becoming increasingly more confident and accurate using correct adjectival agreement.</p> <p>Use two irregular high frequency verbs 'être' (to be) and 'avoir' (to have) more fluently. Describe their typical daily routine as either/both a Viking man and/or Viking woman using 1st person singular (I...), with an opportunity to move to third person singular. Recognise and start to understand commonly used reflexive verbs and pronouns.</p>	<p>decode texts in French. Improve listening and reading skills. Name the countries and languages involved in WW2. Say what the differences were in city and country life during the war. Learn to integrate all their new and previous language writing a letter.</p>
--	---	--	--	---	---	--