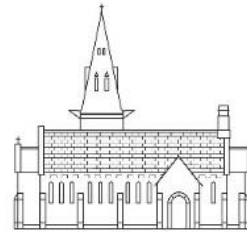


# MFL

## Long Term Plan



**St. Anne's C.E. (VC) Primary School**

**"Together with God, Making Learning a Life Long Friend"**

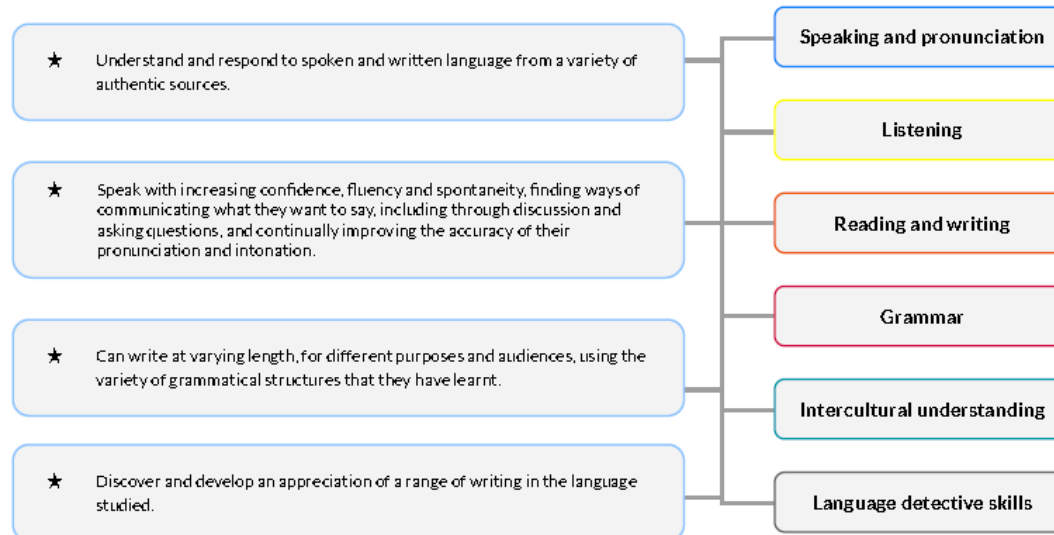
*We aspire to be guided in all that we do by our inclusive Christian ethos. We are enthusiastic about life-long learning and share wisdom in serving each other and our world. We encourage all to live lives of hope and aspiration, inspired through acquiring new skills and attributes. Dignity and respect are at the heart of our school.*

## Introduction

At St Anne's we follow the Kapow Scheme of work. This scheme of work fulfils the statutory requirements for Languages outlined in the National Curriculum (2014). It has also been refreshed to ensure that it aligns with the guidance in the Ofsted research review series: languages (2021).

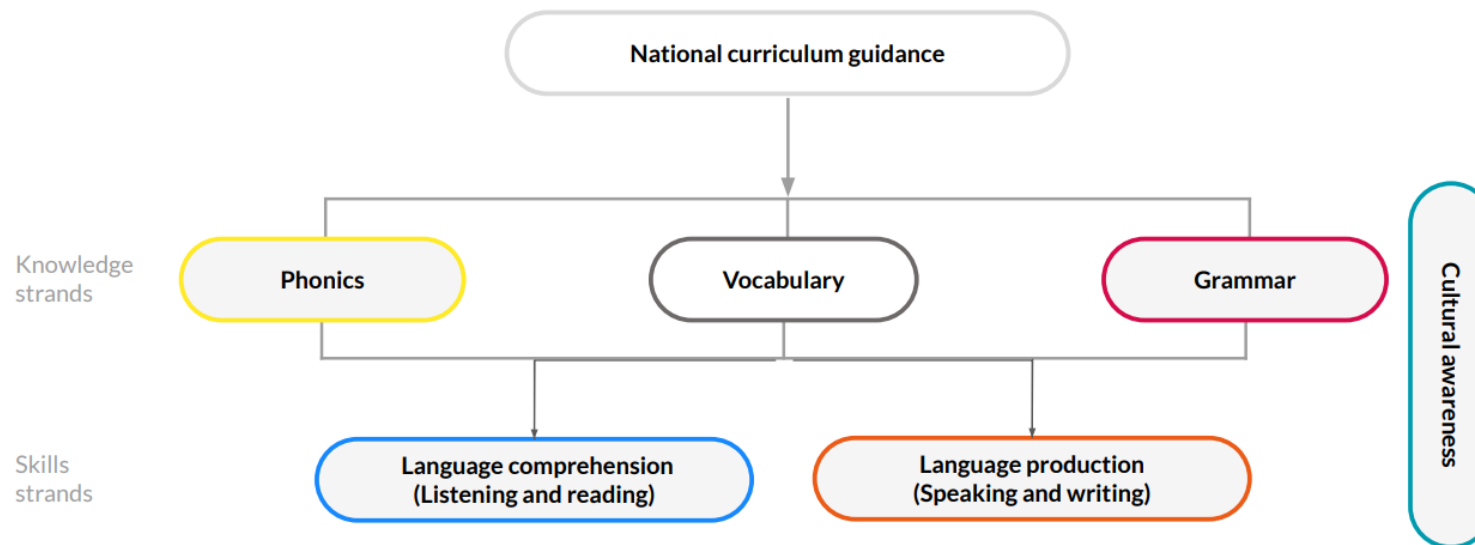
It is compulsory for schools to teach Languages at Key Stage 2 only, we start working with the children from year 3 onwards, to help our pupils to reach the attainment targets at the end of Key Stage 2.

Using the Kapow scheme focuses on Language comprehension and language production skills strands which align with the National curriculum aims for Languages.



## How the French Scheme of work is organised?

From Ofsted research review: languages we have identified three knowledge strands of 'pillars'. In each unit children will then draw upon this knowledge when comprehending and producing language to help them achieve the aims of the National Curriculum.



Throughout the scheme of work, children will also be developing their cultural awareness of France and the French - speaking world.

## Our knowledge strands – Phonics, Vocabulary and Grammar

At St Anne's we follow the Kapow French scheme which aims to provide pupils with a firm foundation of language learning. For this reason, we follow the three building blocks of a language systems: phonics, vocabulary and grammar and the ideal sequence to teach them to ensure gradual progression and an understanding of the interplay between these elements. The Ofsted research review series: languages refers to these elements as the '3 pillars of progression':

Phonics	Vocabulary	Grammar
<p>In the programme there is explicit teaching of critical phonemes focuses on both pronunciation and the sound - spelling link.</p> <p>Our 'Mouth Mechanics' pupil videos, support this learning by including an in - depth look at the shape of the mouth when</p>	<p>The scheme systematically introduces the most commonly used words, especially simple and common verbs. It then provides opportunities for students to revisit previously - learned vocabulary in different contexts.</p> <p>This approach allows the children to commit these key words to</p>	<p>Developing grammatical understanding through a carefully planned progression of key structures is key to our scheme at St Anne's.</p> <p>Grammar is explicitly taught and systematically revisited to ensure that basic structures are committed to memory before</p>

<p>creating each phoneme.</p>	<p>their long - term memory. Many topic words are also introduced in order to provide a variety of meaningful contexts; however, less attention is given to memorizing these. Our lessons are designed to ensure that each time new vocabulary is introduced, the pupils have an opportunity to use it in language comprehension and production activities.</p>	<p>more complex ones are introduced. Lessons are organised to allow opportunities to practise grammar structures across modalities (speaking, writing, reading and listening) and carefully scaffolded activities enable children to manipulate the words and grammar themselves and begin to use new language creatively.</p>
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Kapow's French scheme comprises of looking at language detective skills. It involves the children:

- Recognising learnt vocabulary when listening or reading
- Spotting cognates (words which have the same origin or are in some way similar) and near - cognates
- Using context and their own knowledge of the world to predict the meaning of unknown words
- Considering word order to anticipate the meaning of words.

Kapow develops these skills in a progressive way so that by Year 6 pupils are able to use these strategies to confidently grapple with unknown spoken and written language and search for meaning. The development of these skills, also helps pupils develop their understanding of the English language and its grammar conventions.

## MFL Curriculum

### How is the MFL Curriculum Organised?

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	French greetings with puppets	French adjectives or colour, size and shape	French playground games - numbers and age	In a French classroom	French transport	A circle of life in French
Year 4	Portraits - describing in French	Clothes - getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food - miam, miam!	French and the Eurovision song contest
Year 5	French monster pets	Space exploration - in French	Shopping in France	French speaking world	Verbs in a week	Meet my French family
Year 6	French sport and Olympics	French football champions	In my French house	Planning a French holiday	Visiting a town in France	French Transport

#### *How our units of work are mapped out:*

Our units are designed to provide a creative, stimulating curriculum for pupils at Key Stage 2 where they can enjoy playing with language and become life - long lovers of French. Skills, grammar structures and vocabulary are revisited and interweaved so children can revisit throughout their progression at St Anne's to help develop mastery in a language.

## Long Term Plans

Year 3			
<b>Autumn 1</b>	<p style="text-align: center;"><b>French greetings with puppets (4 lessons)</b></p> <p><i>Using puppets to practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of the day.</i></p>	<b>Autumn 2</b>	<p style="text-align: center;"><b>French adjectives of colour, size and shapes (5 lessons)</b></p> <p><i>Describing shapes using adjectives of colour and size, learning the position of adjective relative to the noun; noting the cognates and practising language skills.</i></p>
<b>Spring 1</b>	<p style="text-align: center;"><b>French playground games - numbers and ages (5 lessons)</b></p> <p><i>Counting in French from one to twelve, asking how old someone is and answering the same question, comparing sentence structures in French and English.</i></p>	<b>Spring 2</b>	<p style="text-align: center;"><b>In French classroom (5 lessons)</b></p> <p><i>Responding to common classroom instructions through games. Learning vocabulary for classroom items. Understanding that every French noun is either 'masculine' or 'feminine'.</i></p>
<b>Summer 1</b>	<p style="text-align: center;"><b>French transport (5 lessons)</b></p> <p><i>Using detective skills to spot cognates and working out meaning, learning new transport - related vocabulary and constructing sentences using parts of the verb 'aller' - to go</i></p>	<b>Summer 2</b>	<p style="text-align: center;"><b>A circle of life in French (5 lessons)</b></p> <p><i>Using dictionary skills to develop animal vocabulary and habitat names and applying this vocabulary to create sentences and complete food chains.</i></p>



## Long Term Plans

Year 4			
<b>Autumn 1</b>	<p>Portraits - describing in French (5 lessons)</p> <p><i>Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</i></p>	<b>Autumn 2</b>	<p>Clothes - getting dressed in French (5 lessons)</p> <p><i>Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French.</i></p>
<b>Spring 1</b>	<p>French numbers, calendars and birthdays (5 lessons)</p> <p><i>Learning French numbers 1 - 31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals.</i></p>	<b>Spring 2</b>	<p>French weather and water cycle (5 lessons)</p> <p><i>Learning phrases to describe the weather and vocabulary for the compass points; counting from 1- 100 in multiples of ten and combing this knowledge to make statements about what the temperature is.</i></p>
<b>Summer 1</b>	<p>French food - miam, miam! (5 lessons)</p> <p><i>Learning food vocabulary and revising numbers up to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French.</i></p>	<b>Summer 2</b>	<p>French and the Eurovision song contest (5 lessons)</p> <p><i>Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries.</i></p>

## Long Term Plans

Year 5			
<b>Autumn 1</b>	<p><b>French monster pets (5 lessons)</b></p> <p><i>Revising noun gender, using the correct article to go with the nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place.</i></p>	<b>Autumn 2</b>	<p><b>Space exploration - in French (5 lessons)</b></p> <p><i>Using figurative language, developing sentence structure by adding adjectives, using prepositions and making simple adjectival comparisons</i></p>
<b>Spring 1</b>	<p><b>Shopping in French (5 lessons)</b></p> <p><i>Learning to construct high numbers in French, developing food - related vocabulary building on their understanding of sentence structures, questions and phrases.</i></p>	<b>Spring 2</b>	<p><b>French speaking world (5 lessons)</b></p> <p><i>Learning about French speaking countries, learning to give and follow directions in French, discussing climate and using comparative language.</i></p>
<b>Summer 1</b>	<p><b>Verbs in a week (5 lessons)</b></p> <p><i>Identifying the infinitive form of verbs and subject pronouns, grouping French verbs and learning that there are regular and irregular verbs.</i></p>	<b>Summer 2</b>	<p><b>Meet my French family (5 lessons)</b></p> <p><i>Learning family and relations vocabulary, the possessive adjective: 'my' and 'how' to express likes and dislikes. Learning to compose a written composition by recycling and re - ordering known words and phrases.</i></p>

## Long Term Plans

Year 6			
<b>Autumn 1</b>	<p style="text-align: center;">French sport and the Olympics (6 lessons)</p> <p style="text-align: center;"><i>Conjugating the verb 'aller' - to go, identifying correct prepositions, learning sports vocabulary and how to express preferences plus the infinitive.</i></p>	<b>Autumn 2</b>	<p style="text-align: center;">French football champions (5 lessons)</p> <p style="text-align: center;"><i>Developing and practising language learning strategies, developing reading, speaking and listening skills, responding to questions about footballers.</i></p>
<b>Spring 1</b>	<p style="text-align: center;">In my French house (5 lessons)</p> <p style="text-align: center;"><i>Learning how to describe a house - the different rooms and who lives there. Learning about a preposition to explain where items are arranged in their bedrooms.</i></p>	<b>Spring 2</b>	<p style="text-align: center;">Planning a French holiday (5 lessons)</p> <p style="text-align: center;"><i>Learning how to use a combination of present and near - future tenses, and becoming familiar with holiday - related vocabulary around packing a suitcase and planning a journey.</i></p>
<b>Summer 1</b>	<p style="text-align: center;">Visiting a town in France (5 lessons)</p> <p style="text-align: center;"><i>Learning directional and transport vocabulary and prepositional phrases, practising giving opinions and talking about a trip to France.</i></p>	<b>Summer 2</b>	<p style="text-align: center;">Meet my French family (5 lessons)</p> <p style="text-align: center;"><i>Identify which nouns are cognates or near cognates. Use language detective strategies to work out the meaning of the new words. Write sentence containing familiar language, with correctly formed accents. Use the verb 'aller' in the present tense.</i></p>

What our children say about MFL...