



MFL Year 6 Long Term Plan						
Themes (Number of weeks/Term)	Phonics Lesson 1 (1 week) Unit 1: <i>Clothes (6 weeks)</i>	Unit 2: <i>What's the weather like? (6 weeks)</i>	Unit 3: <i>Around town (6 weeks)</i>	Unit 4: <i>At School (6 weeks)</i>	Unit 5: <i>French Project - Creating a cafe (6 weeks)</i>	Unit 6: <i>French Project - Creating a cafe (6 weeks)</i>
NC Content/Coverage Strands of MFL	NC Skills Listening I know how to listen for longer periods of time and more frequently during lessons. Speaking I know how to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. I know how to recall language with ease and accuracy, recalling passages of appropriate language (moving on from nouns and their appropriate articles). I know how to engage in a longer conversation on a wide range of topics using transferable language. I know how to use core vocabulary alongside extra language I have learnt and regularly use these fluently in the classroom. Reading I know how to read and tackle unknown languages with increased accuracy by applying knowledge learnt from 'Phonics Lessons 4' including awareness of accents, silent letters etc. Writing I know how to write a piece of text using language from a variety of units covered. I know how to adapt any models provided to show solid understanding of any grammar covered. I know how to incorporate conjugated verbs. I know how to use connectives/conjunctions, adjectives and possessive adjectives. Grammar I know how to demonstrate my understanding of gender and nouns within longer passages of text. I know how to describe clothes in terms of colour. <i>EG: 'My blue coat'.</i>	NC Skills Listening I know how to listen to longer texts and more authentic foreign language material. I know how to pick out cognates and familiar words and how to 'gist listen' even when hearing language that has not been taught or covered. Speaking I know how to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. I know how to recall language with ease and accuracy, recalling passages of appropriate language (moving on from nouns and their appropriate articles). I know how to speak with improved fluency and ease using full sentences (from memory). I know how to engage in a longer conversation on a wide range of topics using transferable language. I know how to manipulate and learn language that is transferable from topic to topic so I can express more personalised ideas. I know how to use core vocabulary alongside extra language I have learnt and regularly use these fluently in the classroom. Reading I know how to read and tackle unknown languages with increased accuracy by applying knowledge learnt from 'Phonics Lessons 4' including awareness of accents, silent letters etc. Writing I know how to write a piece of text using language from a variety of units covered. I know how to adapt any models provided to show solid understanding of any grammar covered. I know how to start to incorporate conjugated verbs. I know how to use connectives/conjunctions, adjectives and possessive adjectives. 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		I know how to demonstrate my understanding of gender and nouns within longer passages of text.	Lessons 4' including awareness of accents, silent letters etc. Writing I know how to write a piece of text using language from a variety of units covered. I know how to adapt any models provided to show solid understanding of any grammar covered. I know how to start to incorporate conjugated verbs. I know how to use connectives/conjunctions, adjectives and possessive adjectives. I know how to write longer passages of text including nouns, articles and verbs that also include adjectives, opinions and justifications. Grammar I know how to demonstrate my understanding of gender and nouns within longer passages of text.	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I know how to create multiple sentences with greater ease and fluency, joining these together to make longer, more accurate passages of text. Grammar I know how to demonstrate my understanding of gender and nouns within longer passages of text. I know how to use negative, adjectival agreement and possessive adjectives <i>EG: which subjects I like at school and also which subjects I do not like.</i>	I know how to read and tackle unknown languages with increased accuracy by applying knowledge learnt from 'Phonics Lessons 4' including awareness of accents, silent letters etc. I know how to decode unknown languages using bilingual dictionaries. I know how to read longer passages of text that include more unfamiliar language and a wider range of themes. I know how to decode text and use a dictionary for unfamiliar language confidently. Writing I know how to write a piece of text using language from a variety of units covered. 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Grammar I know how to demonstrate my understanding of gender and nouns within longer passages of text. I know how to use a wider range of connectives/conjunctions and be more confident with full verb conjugation – both regular and irregular. <i>EG: 'to go', 'to do', 'to have' and 'to be'.</i>	I know how to read and tackle unknown languages with increased accuracy by applying knowledge learnt from 'Phonics Lessons 4' including awareness of accents, silent letters etc. I know how to decode unknown languages using bilingual dictionaries. I know how to read longer passages of text that include more unfamiliar language and a wider range of themes. I know how to decode text and use a dictionary for unfamiliar language confidently. Writing I know how to write a piece of text using language from a variety of units covered. I know how to adapt any models provided to show solid understanding of any grammar covered. I know how to incorporate conjugated verbs. 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	Phonics Sounds to be taught in 1 lesson then retrieved using flash cards at the beginning of every lesson. 	Phonics Sounds to be retrieved using flash cards at the beginning of every lesson. 	Phonics Sounds to be retrieved using flash cards at the beginning of every lesson. 	Phonics Sounds to be retrieved using flash cards at the beginning of every lesson. 	Phonics Sounds to be retrieved using flash cards at the beginning of every lesson. 	Phonics Sounds to be retrieved using flash cards at the beginning of every lesson. 
	Teaching Sequence: I can recognise and recall 10 nouns for items of clothing in French with their determiners/articles. I can recognise and recall 11 more nouns for items of clothing in French with their determiners/articles. I can describe what I am wearing in French using the verb 'je porte...' (I wear) plus the item of clothing. I can understand more about adjectival agreement in French, describing items of clothing by colour and learning how to say 'my' in French. I can use all my new knowledge in French to describe what I am packing in my suitcase for a holiday.	Teaching Sequence: I can ask what the weather is like and respond in French. recognise and recall the conjunctions 'and' & 'but' in French. I can recognise and recall the 4 core compass points in French. I can recognise and recall the numbers 1-31 in French to say the temperature. I can recognise and recall the 7 days of the week and the time of day in French. I can present a weather forecast in French.	Teaching Sequence: I can recall 10 places in a town in French together with the correct definite articles/determiners. I can follow 5 different directional instructions in French. I can ask where a place is and respond with a description of relative distance (nearby/far away) in French. I can use prepositions to give the precise location of one place in relation to another place in French. I can conduct a complete dialogue in French about where places are in a town using transactional language.	Teaching Sequence: I can recall 10 classroom subject nouns in French with the determiners/articles. I can answer the question 'Quelle heure est-il ?' (What time is it?) on the hour in French. I can say at what time I study a particular subject in French. I can use the days of the week within the context of a school timetable I can create a short phrase in French about a school subject using 'I like' and 'I do not like'. I can use all my new knowledge from the unit to present my school subject preferences to the class in spoken and/or written form.	Teaching Sequence: I know what Bastille day (La Fête Nationale) is and can explain the importance of it in France. I know how to read a project brief to create a french business. I know how to write an advertisement for a French Cafe. I know how to write a card/letter to invite someone to celebrate Bastille Day (14th of July). I know how to write a menu in French. I know how to bake a French pastry. I know how to engage in conversation in French during a role play activity. I know how to engage in conversation in French whilst hosting a French Cafe.	
Key vocabulary	un maillot de bain un manteau un pull un tee shirt un chemisier un short un pantalon une écharpe une robe une casquette une chemise une cravate une veste une jupe des gants des chaussures des chaussettes des collants des bottes des lunettes des sandales porter je porte/tu porte/il porte/elle porte/nous porte/vous porte/ils portent/elles portent mon ma mes À l'école je porte... Quand il fait beau je porte... Quand il neige je porte...	Quel temps fait-il? Il fait chaud. Il fait froid. Il fait beau. Il fait mauvais. Il y a du vent. Il y a du soleil. Il y a des orages. Il y a des nuages. Il pleut. Il neige. dans le nord dans l'est dans le sud dans l'ouest Il fait ... degrés. Aujourd'hui, c'est... le matin l'après-midi et mais	la gare l'hôpital la piscine l'école le supermarché le restaurant la pharmacie la bibliothèque la bibliothèque le centre commercial le musée Tournez à droite! Tournez à gauche! Allez tout droit! Allez tout droit et puis tournez à droite! Allez tout droit et puis tournez à gauche! ...et puis... en face de... à coté de... Excusez-moi ! Merci beaucoup ! De rien. Où est... ? C'est loin ! C'est tout près !	la musique les maths l'anglais le dessin L'informatique l'histoire le sport la géographie le français les sciences à l'école Est-ce que tu aimes...? Oui, j'aime ... /Non, je n'aime pas ... Oui, j'adore ... /Non, je déteste ... amusant utile intéressant facile ennuyeux difficile inutile parce que car et cependant mais c'est...	Consolidation of previous vocabulary	



	Quand je suis en vacances je porte...			Quelle est ta matiere préférée? Ma matiere préférée c'est... Quelle heure est-il ? Il est ... heure. Il est midi. Il est minuit J'étudie + (subject) + à + (number) + heures	
Additional/ Cross Curricular Opportunities/C ontinuous provision	- As appropriate, children can be encouraged to describe what their teacher is wearing each day or what a key character in a story is wearing. - Teachers actively ask children about the weather in French when they come in during the morning (as part of greeting them). - Whenever possible, a quick verbal quiz using French vocabulary. - Headteacher visits include quick retrieval of French vocabulary. - When completing map work in geography, quick retrieval opportunity for compass points in french. - Teachers display the visual timetable in the classroom in French as well as English.				
Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	This unit builds on the children’s knowledge of possessive adjectives to applying adjectival agreement through describing clothes by colour. Linking to knowledge from I am learning French (Y3), In the classroom (Y5) and My family (Y5). Children in this unit will also have the opportunity to consolidate their knowledge of gender and nouns as this can impact adjectival agreement. Gender of nouns is fed subtly throughout Year 4 units but is focused on during My Family (Y5). Children will also build on their knowledge of verbs throughout this unit as they are introduced to the verb ‘porter’ (to wear). They should have a basic understanding of verb conjugation from many previous units including I am learning French (Y3) and I am able to/I know how to (Y4). Using familiar English nouns reduces cognitive overload allowing children to focus on the adjectival agreement and verb conjugation. Further consolidating the concrete base of vocabulary they have developed.	This unit builds on children’s knowledge of days of the week and other elements used in Seasons (Y3), Presenting Myself (Y4) and My home (Y5). The unit supports children in bringing together prior knowledge to perform their knowledge through presenting a weather forecast. The unit also builds on the descriptive element they have begun to learn in Clothes (Y6) however they move from colour description to direction (North, East, South, West), specific times of day (in the morning/in the afternoon) and temperature - further building on their number knowledge taught in I am learning French (Y3), At the tea room (Y4), Presenting Myself (Y4) and The date (Y5).	This unit builds on children’s knowledge of masculine and feminine nouns through the introduction of prepositions ‘de’. The preposition ‘de’ can change depending on the gender of the noun. Gender of nouns is fed subtly throughout Year 3 and 4 units (as they are taught it with the nouns) but is focused on during My Family (Y5). It also builds on children’s knowledge of direction, initially taught in What is the weather like? (Y6), moving onto giving more specific directions to navigate around a town. To support this children are encouraged to use transactional language to facilitate a dialogue with a partner as they do in I am learning French (Y3), Presenting Myself (Y4), At the tea room (Y4) and Do you have a pet? (Y5). In this unit, there is opportunity for revision and recycling, but pupils are expected to not only know more but also remember more previous units studied. They will be expected to recall previously learnt language and acquire new vocabulary more quickly. Grammatical terminology is used more freely to help the children understand the role of different words in a sentence and to enable them to manipulate the language with more confidence so that they can create more personalised responses with higher accuracy and understanding.	This unit consolidates and builds on the children’s knowledge of number by applying it to tell the time - prior learning of number knowledge can be seen in many prior units including I am learning French (Y3), At the tea room (Y4), Presenting Myself (Y4) and The date (Y5). This unit also builds on the children’s knowledge of positive and negative forms in giving opinions. They are exposed to an increased amount of vocabulary and phrases with different degrees of intensity (I like/I love/I do not like/I hate) and pupils will expand upon their range of adjectives, opinions and justifications. Building on knowledge from a variety of units - Seasons (Y3), Ice creams (Y4) and Clothes (Y6). This unit also builds on the children’s knowledge of the first-person conjugation as they are introduced to the verb ‘étudier’ (to study) - I am learning French (Y3), I am able to/I know how to (Y4) and Clothes (Y6). In this unit, there is opportunity for revision and recycling, but pupils are expected to not only know more but also remember more previous units studied. They will be expected to recall previously learnt language and acquire new vocabulary more quickly. Grammatical terminology is used more freely to help the children understand the role of different words in a sentence and to enable them to manipulate the language with more confidence so that they can create more personalised responses with higher accuracy and understanding.	
Career links/Cultural Capital	Translation and interpretation Education Business - global contact MI5 - industrial spy Diplomat Linguistic Journalism and media Tourism and hospitality Law and fiance				



	Communication and understand other cultures and diversity, openness to other cultures, respect, empathy, mutual respect, global citizenship
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