



MFL
Year 5 Long Term Plan

Themes (Number of weeks/Term)	Phonics Lesson 1 (1 week) Unit 1: <i>In the classroom (6 weeks)</i>	Unit 2: <i>Do you have a pet? (6 weeks)</i>	Unit 3: <i>The date (6 weeks)</i>	Unit 4: <i>My Family (6 weeks)</i>	Unit 5: <i>My home (6 weeks)</i>	Unit 6: <i>Goldilocks and the three bears (6 weeks)</i>
NC Content/Coverage Strands of MFL	NC Skills Listening I know how to listen more attentively and for longer. I know how to understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking I know how to recall previously learnt language and communicate on a wider range of topics and themes. I know how to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. I know how to use scaffold and reference materials to improve the range of spoken vocabulary. I know how to mimic and understand patterns of sound and language. Reading I know how to apply knowledge to unfamiliar language and start to learn a dictionary to understand new language. Writing I know how to incorporate connectives/conjunctions, a negative response and adjectival agreement where required. I know how to write positive and negative statements. I know how to translate short sentences from French to English and English to French with high accuracy. Grammar I know how to understand better the rules of adjectival agreement and possessive adjectives. I know how to introduce the negative form and possessive adjectives. <i>EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</i>	NC Skills Listening I know how to listen more attentively and for longer. I know how to understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking I know how to recall previously learnt language and communicate on a wider range of topics and themes. I know how to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. I know how to recall and recycle more spoken language easier, more quickly and with greater accuracy. I know how to use scaffold and reference materials to improve the range of spoken vocabulary. I know how to use core vocabulary covered in previous year groups and regularly use these in the classroom. I know how to mimic and understand patterns of sound and language. Reading I know how to apply knowledge to unfamiliar language and start to learn a dictionary to understand new language. <i>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</i> I know how to incorporate connectives/conjunctions, a negative response and adjectival agreement where required. I know how to write positive and negative statements. I know how to use a dictionary to check the spelling and meaning of new or unknown language. I know how to create sentences using 1st and 3rd person singular and plural form.	NC Skills Listening I know how to listen more attentively and for longer. I know how to understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking I know how to recall previously learnt language and communicate on a wider range of topics and themes. I know how to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. I know how to recall and recycle more spoken language easier, more quickly and with greater accuracy. I know how to create longer, more complex spoken sentences within a topic using first verb conjugations. I know how to use scaffold and reference materials to improve the range of spoken vocabulary. I know how to accurately use verbs, adjectives and conjunctions in a spoken sentence. I know how to mimic and understand patterns of sound and language. I know how to give a simple opinion in spoken form with natural fluency and quick recall. Reading I know how to read an increased amount of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. I know how to apply knowledge to unfamiliar language and start to learn a dictionary to understand new language. Writing I know how to manipulate the language and be able to substitute words for suitable alternatives. <i>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</i>	NC Skills Listening I know how to listen more attentively and for longer. I know how to understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. Speaking I know how to recall previously learnt language and communicate on a wider range of topics and themes. I know how to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. I know how to recall and recycle more spoken language easier, more quickly and with greater accuracy. I know how to create longer, more complex spoken sentences within a topic using first verb conjugations. I know how to keep a conversation going, asking and answering probing questions using accurate pronunciation. I know how to use scaffold and reference materials to improve the range of spoken vocabulary. I know how to accurately use verbs, adjectives and conjunctions in a spoken sentence. I know how to mimic and understand patterns of sound and language. Reading I know how to read an increased amount of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. I know how to apply knowledge to unfamiliar language and start to learn a dictionary to understand new language. Writing I know how to write a paragraph using familiar language. I know how to manipulate the language and be able to substitute words for suitable alternatives.	NC Skills Listening I know how to listen more attentively and for longer. I know how to understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed. I know how to understand short passages of spoken language that includes previously taught language and new language to complete given tasks. Speaking I know how to recall previously learnt language and communicate on a wider range of topics and themes. I know how to remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity. I know how to recall and recycle more spoken language easier, more quickly and with greater accuracy. I know how to create longer, more complex spoken sentences within a topic using first verb conjugations. I know how to keep a conversation going, asking and answering probing questions using accurate pronunciation. I know how to use scaffold and reference materials to improve the range of spoken vocabulary. I know how to accurately use verbs, adjectives and conjunctions in a spoken sentence. I know how to mimic and understand patterns of sound and language. 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I know how to recall and recycle more spoken language easier, more quickly and with greater accuracy. I know how to create longer, more complex spoken sentences within a topic using first verb conjugations. I know how to use scaffold and reference materials to improve the range of spoken vocabulary. I know how to accurately use verbs, adjectives and conjunctions in a spoken sentence. I know how to mimic and understand patterns of sound and language. I know how to consistently recall language from songs and raps, reciting short poems and rhymes. Reading I know how to read an increased amount of phonemes and letter strings using knowledge learnt from 'Phonics Lessons 1 to 3'. I know how to apply knowledge to unfamiliar language and start to learn a dictionary to understand new language.

		I know how to translate short sentences from French to English and English to French with high accuracy. Grammar I know how to use full verb conjugation. <i>EG: 'I wear...', 'he/she wears...'</i>	I know how to incorporate connectives/conjunctions, a negative response and adjectival agreement where required. I know how to write full sentences based on language and vocabulary taught independently. I know how to ensure sentences include the correct nouns, articles and verbs. I know how to demonstrate grammatical accuracy and awareness in written work (EG spelling changes based on gender, rules of adjectival agreement). I know how to translate short sentences from French to English and English to French with high accuracy. Grammar I know how to use full verb conjugation. <i>EG: 'I wear...', 'he/she wears...'</i>	<i>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</i> I know how to incorporate connectives/conjunctions, a negative response and adjectival agreement where required. I know how to write full sentences based on language and vocabulary taught independently. I know how to ensure sentences include the correct nouns, articles and verbs. I know how to demonstrate grammatical accuracy and awareness in written work (EG spelling changes based on gender, rules of adjectival agreement). I know how to translate short sentences from French to English and English to French with high accuracy. Grammar I know the rules of adjectival agreement and possessive adjectives. I know how to use gender and nouns and learn to use and recognise the terminology of articles. <i>EG: definite, indefinite and partitive.</i>	I know how to manipulate the language and be able to substitute words for suitable alternatives. <i>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</i> I know how to incorporate connectives/conjunctions, a negative response and adjectival agreement where required. I know how to write full sentences based on language and vocabulary taught independently. I know how to ensure sentences include the correct nouns, articles and verbs. I know how to demonstrate grammatical accuracy and awareness in written work (EG spelling changes based on gender, rules of adjectival agreement). I know how to translate short sentences from French to English and English to French with high accuracy. I know how to use a dictionary to improve knowledge of genders when introduced to unknown nouns. Grammar I know how to use gender and nouns and learn to use and recognise the terminology of articles. <i>EG: definite, indefinite and partitive.</i>	I know how to decode and understand passages of text. I know how to apply knowledge to unfamiliar language and start to learn a dictionary to understand new language. Writing I know how to manipulate the language and be able to substitute words for suitable alternatives. <i>EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</i> I know how to incorporate connectives/conjunctions, a negative response and adjectival agreement where required. I know how to write full sentences based on language and vocabulary taught independently. I know how to ensure sentences include the correct nouns, articles and verbs. I know how to demonstrate grammatical accuracy and awareness in written work (EG spelling changes based on gender, rules of adjectival agreement). I know how to translate short sentences from French to English and English to French with high accuracy. Grammar I know how to use gender and nouns and learn to use and recognise the terminology of articles. <i>EG: definite, indefinite and partitive.</i>
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 7 classroom objects in French with the correct determiners/articles. I can recognise and recall 5 more classroom objects in French with the correct determiners/articles.	Teaching Sequence: I can recognise and recall 8 common pets in French with their correct determiners/articles. I can use the structure ‘I have a pet’ in French. I can describe what my pet is called in French.	Teaching Sequence: I can recognise and recall the 7 days of the week in French. I can recognise and recall the 12 months of the year in French. I can recognise and recall numbers 1-31 in French.	Teaching Sequence: I can use the nouns and articles/determiners for several family members in French. I can move from using the article/determiner ‘the’ with a family member noun to using the possessive adjective ‘my’ in French. I can answer the question ‘As–tu des frères et sœurs ?’ (Do you have any brothers or sisters?) in French.	Teaching Sequence: I can describe where I live using the 1st person verb conjugation ‘j’habite’ (I live). I can recognise and recall 5 rooms of the house in French with the correct determiners/articles. I can recognise and recall 5 more rooms of the house in French with the correct determiners/articles.	Teaching Sequence: I can listen to the familiar fairy tale of Goldilocks and the Three Bears in French and understand the meaning using picture cards. I can re-listen to the familiar fairy tale and retain more new vocabulary in French using word cards.	



	I can answer the question ‘Qu’est-ce qu’il y a dans ta trousse ?’ (What is in your pencil case?). I can change an indefinite determiner/article ‘a/an’ to the possessive adjective ‘my’ in French. I can use the negative construction in French and use all my new knowledge to describe what I have/do not have in my pencil case.	I can describe what pet ‘I do not have’ in French. I can integrate the conjunctions ‘et’ (and) and ‘mais’ (but) accurately into my work.	I can ask and answer the question ‘Quelle est la date aujourd’hui ?’ (What is the date today?) in French. I can ask and answer the question ‘C’est quand ton anniversaire ?’ (When is your birthday?) in French.	I can introduce family members in French, using the form ‘il/elle s’appelle’ (he/she is called). I can use my knowledge of larger numbers in French to be able to give the age of family members.	I can describe what rooms I do not have in my house using the negative structure in French. I can use all my new knowledge to describe where I live in French.	I can re-listen to the familiar fairy tale and consolidate my new knowledge in French with phrase cards. I can use my new knowledge to re-write the story of Goldilocks and the Three Bears in French. I can present my version of the story to the class.
Key vocabulary	un livre un cahier un crayon un stylo un taille-crayon un bâton de colle une règle une calculatrice une trousse une gomme un sac sac à dos des ciseaux mais et ma mon mes Dans ma trousse Dans mon sac à dos je n’ai pas de J’ai Qu’est-ce qu’il y a dans ta trousse ? Dans ma trousse j’ai... Dans ma trousse je n’ai pas...	un lapin un chien un chat un oiseau un hamster un poisson rouge une tortue une souris mais et qui s’appelle je n’ai pas de j’ai qui s’appelle...	Janvier février mars avril mai juin juillet août septembre octobre novembre Décembre lundi mardi mercredi jeudi vendredi samedi dimanche Vingt-et-un, vingt-deux, vingt-trois vingt-quatre vingt-cinq, vingt-six, vingt-sept, vingt-huit, Vingt-neuf, trente, Trente-et-un Quelle est la date aujourd’hui ? Aujourd’hui, c’est..... C’est quand ton anniversaire ? Mon anniversaire, c’est le...	As-tu des frères et sœurs ? Quel âge a ton/ta... ? Il/Elle a ... ans trente quarante cinquante soixante soixante-dix quatre-vingts quatre-vingt-dix cent mon père mon frère mon oncle mes parents mes grands-parents mon grand-père ma mère ma tante ma grand-mère ma sœur J’ai... et Mon père s’appelle Mon frère s’appelle... Ma mère s’appelle... Ma sœur s’appelle Comment s’appelle ton... (male)/ta... (female) (+family member?)	J’habite dans... à la campagne dans un village en ville au bord de la mer à la montagne Chez moi il y a... Mais chez moi il n’y a pas de... un salon un bureau un sous-sol un jardin un garage une salle de bains une chambre une salle à manger une buanderie une cuisine et	Papa ours Maman ours Bébé ours Boucle d’Or une maison une forêt le grand bol le moyen bol le petit bol la grande chaise la moyenne chaise la petite chaise le grand lit le moyen lit le petit lit
Additional/ Cross Curricular Opportunities/ Continuous provision	Teachers will have classroom items labelled in both French and English in the classroom. Teachers will use simple classroom instructions in French during multiple lessons (after completing ‘Les instructions’ Unit in line with CPD. Whenever possible, a quick verbal quiz using French vocabulary. Headteacher visits include quick retrieval of French vocabulary. Teachers will write the date in both French and English giving children frequent exposure to the learning. Teachers will regularly ask the children what the date is (Quelle est la date aujourd’hui?) in French. Teachers provide opportunities, where possible, to introduce others in French and engage in conversation with the children about themselves in French.					
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?	This unit consolidates children’s prior knowledge (Y4 Units) of indefinite articles (un/une/des) and their use before masculine, feminine and plural nouns. This unit builds on children’s prior knowledge by encouraging them to pause and think about whether they would like to use an indefinite article or a definite article. The children will also be encouraged to respond more personally to the questions being asked in this unit, considering changing from article to possessive	This unit further builds on children’s prior knowledge of definite and indefinite articles as well as masculine and feminine nouns by showing children they can use a dictionary or online reference website to find out a noun’s gender. This unit also builds on and consolidates the children’s ability to express a negative in French, using familiar vocabulary learnt in Y3 - linking to Animals (Y3) and I am able too../I know how to (Y4).	This unit builds on the children’s grasp of numbers learnt through I am learning French (Y3), Presenting Myself (Y4) and At the tea room (Y4). It will support the consolidation of numbers ready for children to progress to their French Project (Y6). This unit further builds on I am learning French (Y3) and Presenting Myself (Y4) by giving children another element to add into longer conversations about themselves - their birthday. Further preparing them for their French Project (Y6).	This unit continues to build on the children’s knowledge of definite articles/determiners alongside gender of nouns and plural form (le/la/l’/les) by encouraging children to use their knowledge of articles/determiners to deduce the gender of a noun. Children further build on their knowledge of the possessive adjectives for ‘my’ in french by now linking them to gender of the noun and whether they are plural or not (mon/ma/mes), as previously taught in the unit In the classroom (Y5). This knowledge	This unit supports children in their consolidation of conjunctions to create longer, more accurate sentences - Vegetables (Y4), I am able to/I know how to (Y4) At the tea room (Y4). Again, further preparing the children for the longer passages they will be expected to read and construct throughout Y6. This unit also builds on the children’s knowledge of using a dictionary, Do you have a pet? (Y5), so children can experiment and manipulate their vocabulary to give a	This unit builds on the children’s ability to gist read, identify cognates and use a dictionary for unknown words - My Home (Y5), Little Red Riding Hood (Y3). It also prepares them for progressive teaching units in their future learning - Around Town (Y6) and At school (Y6). The use of a familiar story allows children to identify cognates better and reduces cognitive overload when understanding the meaning of the language. The familiar story also allows the children to focus on reading



How are resources and skills changing over time?	adjective (my, your, his, her, our, there). Building on specifics and personal responses links to At the tea room (Y4), Ice creams (Y4) and Do you have a pet? (Y5). This unit will also provide children with a concrete base of in the classroom vocabulary (immediate environment) allowing them to progress to looking at The School (Y6).			will also prepare them for their future learning in My Home (Y5) and longer conversations throughout French Project (Y6). It also builds on knowledge learnt through I am learning French (Y3) and Presenting Myself (Y4) by introducing family members as well as themselves (name and age).	personal and meaningful response, better preparing them for personal conversations they may have during French Project (Y6). This unit will also further consolidate the children’s knowledge of the negative form learnt through Do you have a pet? (Y5) and many of the Y4 units. Consolidation of this is vital due to how the negative form can change depending on other elements of the sentence.	the words using rules they have learnt about pronunciation and order (sentence construction).
Career links/Cultural Capital	Translation and interpretation Education Business - global contact MIS - industrial spy Diplomat Linguistic Journalism and media Tourism and hospitality Law and finance Communication and understand other cultures and diversity, openness to other cultures, respect, empathy, mutual respect, global citizenship					