



MFL
Year 3 Long Term Plan

Themes (Number of weeks/Term)	Phonics Lesson 1 (1 week) Unit 1: <i>I'm Learning French</i> (6 weeks)	Unit 2: <i>Animals</i> (6 weeks)	Unit 3: <i>Instruments</i> (6 weeks)	Unit 4: <i>Shapes</i> (6 weeks)	Unit 5: <i>Seasons</i> (6 weeks)	Unit 6: <i>Little Red Riding Hood</i> (6 weeks)
NC Content/Cover age Strands of MFL	NC Skills Listening I know how to match images and/or words that I have been taught. I know how to recognise familiar words and short phrases covered in the units taught. Speaking I know how to say simple words and short phrases. I know how to repeat and recall from memory a variety of nouns and articles from a range of topics. I know how to create short spoken simple sentences integrating 1st person singular of high frequency verbs (EG My name is... I play the...). I know how to use useful and relevant language including greetings, basic phrases and replies (EG ‘hello’ and ‘goodbye’; ‘how are you’; ‘I’m fine thank you’) Reading I know how to read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. I know how to understand the meaning, in English, of short words I read in the foreign language. Writing I know how to write familiar words & short phrases using a model or vocabulary list. EG: ‘Good afternoon’ I know how to develop writing skills by filling in missing letters with relative accuracy for taught vocabulary. I know how to translate simple nouns and articles from French to English and English to French with some accuracy. Grammar N/A	NC Skills Listening I know how to listen to short stories, nursery rhymes and songs. I know how to recognise familiar words and short phrases covered in the units taught. I know how to match images and/or words that I have been taught. Speaking I know how to recall learnt language and communicate with others using simple words and short phrases covered in the units. I know how to say simple words and short phrases. I know how to repeat and recall from memory a variety of nouns and articles from a range of topics. I know how to create short spoken simple sentences integrating 1st person singular of high frequency verbs (EG My name is... I play the...). I know how to explore and mimic the patterns of sound and language by mimicking songs and raps. Reading I know how to read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. I know how to understand the meaning, in English, of short words I read in the foreign language. Writing I know how to write familiar words & short phrases using a model or vocabulary list. I know how to develop writing skills by filling in missing letters with relative accuracy for taught vocabulary. I know how to translate simple nouns and articles from French to English and English to French with some accuracy. Grammar I know how to start to understand the concept of noun gender and the use of articles.	NC Skills Listening I know how to listen to short stories, nursery rhymes and songs. I know how to recognise familiar words and short phrases covered in the units taught. I know how to match images and/or words that I have been taught. Speaking I know how to recall learnt language and communicate with others using simple words and short phrases covered in the units. I know how to say simple words and short phrases. I know how to repeat and recall from memory a variety of nouns and articles from a range of topics. I know how to create short spoken simple sentences integrating 1st person singular of high frequency verbs (EG My name is... I play the...). I know how to explore and mimic the patterns of sound and language by mimicking songs and raps. I know how to explore and mimic the patterns of sound and language by mimicking songs and raps. Reading I know how to read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. I know how to understand the meaning, in English, of short words I read in the foreign language. Writing I know how to write familiar words & short phrases using a model or vocabulary list. 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Reading I know how to read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. I know how to understand the meaning, in English, of short words I read in the foreign language. Writing I know how to write familiar words & short phrases using a model or vocabulary list. I know how to develop writing skills by filling in missing letters with relative accuracy for taught vocabulary. I know how to translate simple nouns and articles from French to English and English to French with some accuracy. I know how to attempt to spell and write some simple words and vocabulary from memory. Grammar I know how to start to understand the concept of noun gender and the use of articles.	NC Skills Listening I know how to listen to short stories, nursery rhymes and songs. I know how to recognise familiar words and short phrases covered in the units taught. I know how to match images and/or words that I have been taught. Speaking I know how to recall learnt language and communicate with others using simple words and short phrases covered in the units. I know how to say simple words and short phrases. I know how to create short spoken simple sentences integrating 1st person singular of high frequency verbs (EG My name is... I play the...). I know how to start to give a simple positive or negative opinion in spoken form. Reading I know how to read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. I know how to understand the meaning, in English, of short words I read in the foreign language. I know how to start to identify cognates (words that are similar in English and French) to start to decode written text. Writing I know how to write familiar words & short phrases using a model or vocabulary list. I know how to develop writing skills by filling in missing letters with relative accuracy for taught vocabulary. I know how to translate simple nouns and articles from French to English and English to French with some accuracy. I know how to attempt to write a short simple sentence with an article, noun and verb with support. Grammar	NC Skills Listening I know how to listen to short stories, nursery rhymes and songs. I know how to understand very short passages of spoken language that are based on language I have been exposed to. I know how to listen to short, familiar stories and songs in French. Speaking I know how to recall learnt language and communicate with others using simple words and short phrases covered in the units. I know how to say simple words and short phrases. I know how to create short spoken simple sentences integrating 1st person singular of high frequency verbs (EG My name is... I play the...). Reading I know how to read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. I know how to understand the meaning, in English, of short words I read in the foreign language. I know gist read by identifying key words in a sentence and by circling key nouns and articles in word puzzles and searches. I know how to start to identify cognates (words that are similar in English and French) to start to decode written text. Writing I know how to write familiar words & short phrases using a model or vocabulary list. I know how to develop writing skills by filling in missing letters with relative accuracy for taught vocabulary. I know how to translate simple nouns and articles from French to English and English to French with some accuracy. I know how to attempt to write a short simple sentence with an article, noun and verb with support.



		I know how to recall 1st person singular high frequency verbs. EG: I am, I have, I live, I am called, I play.	I know how to recall 1st person singular high frequency verbs. EG: I am, I have, I live, I am called, I play.	I know how to recall 1st person singular high frequency verbs. EG: I am, I have, I live, I am called, I play.	I know how to start to understand the concept of noun gender and the use of articles. I know how to recall 1st person singular high frequency verbs. EG: I am, I have, I live, I am called, I play.	Grammar I know how to start to understand the concept of noun gender and the use of articles. I know how to recall 1st person singular high frequency verbs. EG: I am, I have, I live, I am called, I play.
	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'm Learning French (E) I can find France on a map and recall at least 1 Francophone country. I can use key greetings in French. I can ask and answer the question 'How are you?' in French. I can ask and answer the question 'What is your name?' in French. I can count to 10 in French. recognise and recall 10 colours in French.	Teaching Sequence: Animals (E) I can recognise and recall 5 animals in French with their correct determiners/articles. I can recognise and recall 5 more animals in French with their correct determiners/articles. I can recap all 10 animals with their determiners/articles and attempt the spellings. I can explore and understand better the role of the indefinite article/determiner in French. I can use the verb 'je suis' (I am) in French.	Teaching Sequence: Instruments (E) I can recognise and recall 5 instruments in French with their determiners/articles. I can recognise and recall 5 more instruments in French with their determiners/articles. I can recall all 10 instruments with their determiners/articles in French and attempt the spellings. I can explore and understand better the role of the definite article/determiner for 'the' in French. I can use the 1st person conjugated verb 'je joue' (I play) in a sentence in French.	Teaching Sequence: Shapes (E) I can recognise and recall 5 shapes with their indefinite determiners/articles in French. I can recognise and recall 5 more shapes with their indefinite determiners/articles in French. I can understand more about the 2 indefinite determiners/articles for 'a/an' in French. I can revise numbers 1-5 in French and express how many of each shape I can see. I can use my new knowledge on shapes in a variety of creative tasks in French.	Teaching Sequence: Seasons (E) I can recognise and recall the 4 seasons in French with the correct determiners/articles. I can construct a short phrase about winter weather in French. I can construct a short phrase about spring weather in French. I can construct a short phrase about summer weather in French. I can construct a short phrase about autumn weather in French. I can express which is my favourite season in french.	Teaching Sequence: Little red riding hood (E) I can recognise and recall 8 key words in French from the story of Little Red Riding Hood. I can recognise and recall 8 parts of the body in French. I can recognise all the new French vocabulary I have learnt when listening to the story of Little Red Riding Hood. I can recognise all the new French vocabulary I have learnt when reading the story of Little Red Riding Hood. I can use decoding skills to help me understand more French words from the story of Little Red Riding Hood.
Key vocabulary	Salut Bounjour Au revoir À plus tard Comment t'appelles-tu ? Je m'appelle... Ça va ? Ça va bien. Ça va mal. Comme ci comme ça. un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix bleu, noir, marron, jaune, rouge, gris, blanc, vert, violet, orange	les animaux un/une un cheval une souris un cochon un lion un lapin un oiseau un mouton une vache un singe un canard je suis	le/la/les la trompette la guitare la batterie la flûte à bec la clarinette la harpe le piano le triangle les cymbales le violon Je joue (du, de la, des)...	un triangle un carré un ovale un cercle un rectangle un pentagone un hexagone un losange une ligne une étoile Dessinez... un, deux, trois, quatre, cinq	les saisons l'hiver le printemps l'été l'automne il neige il fait froid les fleurs poussent les oiseaux chantent il y a du soleil il fait chaud les arbres perdent leurs feuilles Quelle est ta saison préférée ? Ma saison préférée est... et car En hiver Au printemps En été En automne	Petit Chaperon rouge des gâteaux les oreilles le nez les parents le loup les yeux les bras une maison la grand-mère la bouche les jambes une forêt le bûcheron les dents les pieds



Additional/ Cross Curricular Opportunities/ Continuous provision	- Teachers will be encouraged to greet and ask children how they are regularly in French beyond the French lesson. - Every teacher will have a speech bubble on their door, a greeting, the name of the class and teacher. - Teachers will encourage children to use their numbers 1-10 where possible - for example count downs. - Teachers will be encouraged, during discussions about any learnt animals, to ask children to translate it to French - example reading the class text about a pig, 'How do we say 'a pig' in French?' - Whenever possible, a quick verbal quiz using French vocabulary. - Headteacher visits include quick retrieval of French vocabulary. - The music teacher will introduce the instruments and pieces of music in French as well as English. This can be repeated throughout all year groups. - The teachers will introduce shapes in maths in French as well as English to support retrieval. This can be repeated throughout all year groups. - Shapes will be labelled in both French and English if displayed in the classroom. - As seasons change throughout the school year, teachers will display the sentence constructed for the season and the name of the season. - Teachers in Y5 (My Family) will retrieve family members and support children in recalling this knowledge.					
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?	Early Language units are entry level units and are most appropriate Year 3 pupils or pupils with little or no previous foreign language learning. This unit starts with finding France on the map and shows the children how close France is and gives it a real life connection. This unit works well at this point in their learning because it builds on their experience of how people greet each other in English and gives them a good concrete base. The children are also familiar with numbers 1-10 and colours. They are not having to understand the concept and the vocabulary at once. The use of images in this unit provides concrete concepts. This unit provides the language and knowledge they need to describe the animals that they study in unit 2 (colours and numbers). It will also help prepare them for future units, for example fruit (Y4), in the classroom (Y5), French cafe project (Y6). This unit provides the children with the basic vocabulary they need for communication in French.	This unit builds on the children's knowledge of 'I am', moving from 'I am called' to 'I am a _____'. This unit also moves on from conversational familiarity to familiar nouns (animals). Using familiar English nouns allows children to focus on the introduction of two articles (un/une). The familiar nouns reduce cognitive overload. Knowledge of these nouns will support learning in the unit 'Do you have a pet?' (Y5) and work in the French Project (Y6) where children are required to engage in conversation to serve customers. The unit also uses images to provide a concrete visual to support learners' recall and memory in line with the children's first unit 'I'm learning French' (Y3). The children can be stretched using their basic knowledge of colours and numbers from the previous unit too.	This unit builds on the children's knowledge of 'a/an' expanding this to include 'the'. This also supports the children's learning of determiners in the English curriculum. Knowledge of these articles and determiners will also support children in many of their future units and sentence construction work for example in Seasons (Y3), At the tea room (Y4), At school (Y6). Using familiar English nouns reduces cognitive overloads allowing children to focus on the variations of 'the' (le/la/les). Providing a concrete base of vocabulary for complex writing in the future. Again, the unit also uses images to provide a concrete visual to support learners' recall and memory in line with the children's first unit 'I'm learning French' (Y3) and be stretched using their basic knowledge of colours and numbers from the previous unit too.	This unit consolidates the children's knowledge of 'a/an' to ensure they are ready for the next unit where they start to construct short. Using familiar English nouns reduces cognitive overloads allowing children to focus on 'a/an'. Providing a concrete base of vocabulary for complex writing in the future. Again, the unit uses images to provide a concrete visual to support learners' recall and memory in line with the children's first unit 'I'm learning French' (Y3) and be stretched using their basic knowledge of colours and numbers from the previous unit too. This unit also shows a variety of shapes prior to their shape unit in maths - Summer 1/2.	Whilst building on the children's knowledge, this unit also introduces the children to sentence construction and gist reading which will prepare them for their next unit in the sequence but also future units in other year groups. Using familiar and generic concepts (Seasons) reduces cognitive overload allowing children to focus on how they construct a sentence. Providing a concrete base for writing in the future. Again, the unit also uses images to provide a concrete visual to support learners' recall and memory in line with the children's first unit 'I'm learning French' (Y3).	This unit builds on the solid foundations of the vocabulary learnt so far. The children will now be ready for the complexity of a longer passage. This unit also gives them further opportunities to develop gist reading which will prepare them for understanding more complex texts in the future. Using a familiar, simple story (Red Riding Hood) reduces cognitive overload allowing children to focus on developing gist reading to understand.
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 Children learn French to support communication and understanding of other cultures. Exploring the importance of diversity and how important it is to have an openness to other cultures, alongside supporting them to be respectful, empathetic, global citizens.					