



MFL
Year 4 Long Term Plan

Themes (Number of weeks/Term)	Phonics Lesson 1 (1 week) Unit 1: <i>I am able to.../I know how to... (6 weeks)</i>	Unit 2: <i>Fruit (6 weeks)</i>	Unit 3: <i>Ice creams (6 weeks)</i>	Unit 4: <i>Vegetables (6 weeks)</i>	Unit 5: <i>Presenting myself (6 weeks)</i>	Unit 6: <i>At the tea room (6 weeks)</i>
NC Content/Cover age Strands of MFL	NC Skills Listening I know how to understand more of what we hear by picking out key words and phrases covered in current and previous units. I know how to understand short passages of spoken language that includes previously taught language and new language. Speaking I know how to recall previously learnt language and communicate with others with improved confidence and accuracy. I know how to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. I know how to repeat and recall with high accuracy and good pronunciation a variety of nouns and articles from a range of topics. I know how to create short spoken simple sentences with high accuracy and good pronunciation integrating 1st person singular of high frequency verbs. I know how to engage in longer conversations, asking and answering questions. I know how to include verbs, adjectives and conjunctions in a spoken sentence. Reading I know how to read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Writing I know how to write some short phrases and sentences based on familiar topics. I know how to use connectives/conjunctions and the negative form where appropriate. <i>EG: My name, where I live and my age.</i> I know how to spell and write some simple words and vocabulary from memory. Grammar	NC Skills Listening I know how to understand more of what we hear by picking out key words and phrases covered in current and previous units. I know how to understand short passages of spoken language that includes previously taught language and new language. Speaking I know how to recall previously learnt language and communicate with others with improved confidence and accuracy. I know how to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. I know how to repeat and recall with high accuracy and good pronunciation a variety of nouns and articles from a range of topics. I know how to fluently and accurately give a simple opinion in spoken form, positive and negative. I know how to learn and develop recalling language from songs and raps. Reading I know how to read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Writing I know how to write some short phrases and sentences based on familiar topics. I know how to spell and write some simple words and vocabulary from memory. Grammar I know how to understand the concept of gender and which articles to use for meaning <i>EG: 'the', 'a' or 'some'</i> .	NC Skills Listening I know how to understand more of what we hear by picking out key words and phrases covered in current and previous units. I know how to understand short passages of spoken language that includes previously taught language and new language. Speaking I know how to recall previously learnt language and communicate with others with improved confidence and accuracy. I know how to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. I know how to repeat and recall with high accuracy and good pronunciation a variety of nouns and articles from a range of topics. I know how to engage in longer conversations, asking and answering questions. I know how to include verbs, adjectives and conjunctions in a spoken sentence. I know how to fluently and accurately give a simple opinion in spoken form, positive and negative. I know how to mimic and start to understand patterns of sound and language. I know how to learn and develop recalling language from songs and raps. Reading I know how to read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. Writing I know how to write some short phrases and sentences based on familiar topics. I know how to write full sentences based on language and vocabulary taught with support. I know how to translate short sentences from French to English and English to French with high accuracy.	NC Skills Listening I know how to understand more of what we hear by picking out key words and phrases covered in current and previous units. I know how to understand short passages of spoken language that includes previously taught language and new language. Speaking I know how to recall previously learnt language and communicate with others with improved confidence and accuracy. I know how to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. I know how to repeat and recall with high accuracy and good pronunciation a variety of nouns and articles from a range of topics. I know how to engage in longer conversations, asking and answering questions. I know how to include verbs, adjectives and conjunctions in a spoken sentence. I know how to mimic and start to understand patterns of sound and language. Reading I know how to read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. I know how to understand most of what we read in a foreign language when it is based on a familiar language. I know how to decode passages of text by finding language I am familiar with. Writing I know how to write some short phrases and sentences based on familiar topics. I know how to write full sentences based on language and vocabulary taught with support. I know how to translate short sentences from French to English and English to French with high accuracy.	NC Skills Listening I know how to listen to longer passages. I know how to understand more of what we hear by picking out key words and phrases covered in current and previous units. I know how to understand short passages of spoken language that includes previously taught language and new language. I know how to listen and understand short, familiar stories and songs in French. Speaking I know how to recall previously learnt language and communicate with others with improved confidence and accuracy. I know how to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. I know how to repeat and recall with high accuracy and good pronunciation a variety of nouns and articles from a range of topics. I know how to engage in longer conversations, asking and answering questions. I know how to include verbs, adjectives and conjunctions in a spoken sentence. I know how to recall core vocabulary covered in Year 3 and expand spoken phrases about myself (name, age, where I live). I know how to explore, mimic and start to understand patterns of sound and language. Reading I know how to read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. I know how to understand most of what we read in a foreign language when it is based on a familiar language. I know how to decode passages of text by finding language I am familiar with. Writing	NC Skills Listening I know how to listen to longer passages. I know how to understand more of what we hear by picking out key words and phrases covered in current and previous units. I know how to understand short passages of spoken language that includes previously taught language and new language. I know how to listen and understand short, familiar stories and songs in French. Speaking I know how to recall previously learnt language and communicate with others with improved confidence and accuracy. I know how to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required. I know how to repeat and recall with high accuracy and good pronunciation a variety of nouns and articles from a range of topics. I know how to engage in longer conversations, asking and answering questions. I know how to include verbs, adjectives and conjunctions in a spoken sentence. I know how to mimic and start to understand patterns of sound and language. Reading I know how to read aloud short pieces of text applying knowledge learnt from 'Phonics & Pronunciation Lessons 1 & 2'. I know how to understand most of what we read in a foreign language when it is based on a familiar language. I know how to identify cognates (words that are similar in English and French) to start to decode written text. Writing

	I know how to use the first person singular version of high frequency verbs. <i>EG: 'I like...' 'I play...' 'I am called...'</i>		Grammar I know how to understand the concept of gender and which articles to use for meaning <i>EG: 'the', 'a' or 'some'.</i>	Grammar I know how to understand the concept of gender and which articles to use for meaning <i>EG: 'the', 'a' or 'some'.</i>	I know how to write some short phrases and sentences based on familiar topics. I know how to use connectives/conjunctions and the negative form where appropriate. <i>EG: My name, where I live and my age.</i> I know how to write full sentences based on language and vocabulary taught with support. I know how to write a short simple sentence with an article, noun and verb independently. I know how to translate short sentences from French to English and English to French with high accuracy. Grammar I know how to introduce simple adjectival agreement. <i>EG: adjectival agreement when describing nationality.</i>	I know how to write some short phrases and sentences based on familiar topics. I know how to write full sentences based on language and vocabulary taught with support. I know how to write a short simple sentence with an article, noun and verb independently. I know how to create written sentences using 1st person singular and plural forms. I know how to translate short sentences from French to English and English to French with high accuracy. Grammar I know how to understand the concept of gender and which articles to use for meaning <i>EG: 'the', 'a' or 'some'.</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 5 verbs in French. I can recognise and recall 5 more verbs in French. I can use the structure 'je peux' (I am able) with the infinitive verbs in French. I can use the negative structure 'je ne peux pas' (I am not able) followed by infinitive verbs in French. I can use the conjunctions 'et' (and) & 'mais' (but) in French to extend my sentences.	Teaching Sequence: I can recognise and recall 5 fruit nouns with the correct articles/determiners in French. I can recognise and recall 5 more fruit nouns with the correct articles/determiners in French. I can change singular nouns into the plural form in French. I can use the structure 'j'aime' (I like) with the fruit nouns. I can use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.	Teaching Sequence: I can recognise and recall 5 ice-cream flavours in French. I can recognise and recall 5 more ice-cream flavours in French. I can use the verb 'je voudrais' (I would like) in French. I can construct sentences in French to ask for a cone or a pot of ice-cream. I can use all my new knowledge to perform a short role-play and order an ice-cream with the number of scoops wanted in French.	Teaching Sequence: I can recognise and recall 5 vegetables with the correct plural determiner/article in French. I can recognise and recall 5 more vegetables and the plural determiner/article in French. I can construct a question to ask for a kilo or half a kilo of a vegetable in French. I can use the structure 'je voudrais' (I would like) when buying vegetables. I can use the conjunction 'et' (and) when buying more than one vegetable option.	Teaching Sequence: I can use basic greetings in French, ask somebody how they are feeling and reply when asked to me. I can ask somebody their name in French and reply when asked to me. I can recall numbers 1-10 and count from 11-20 in French. I can ask somebody how old they are in French and reply when asked to me. I can ask somebody where they live in French and reply when asked to me. I can express my nationality in French and understand basic gender agreement rules.	Teaching Sequence: I can recall 11 different foods, snacks and drinks in French with the correct determiners/indefinite articles. I can recall another 9 different foods, snacks and drinks in French with the correct determiners/indefinite articles. I can use some key phrases to help me perform a role-play in the French 'salon de thé'. I can use some more key phrases to help me perform a role-play in the French 'salon de thé'. I know about French currency and use my knowledge of numbers in French to help calculate the bill in euros.
	Key vocabulary Je peux... Je ne peux pas... danser chanter sauter cuisiner faire du vélo jouer d'un instrument patiner dessiner nager	une pomme une cerise une prune une banane une poire une fraise une pêche une orange un abricot un kiwi J'aime...	Bonjour ! Quel parfum ? C'est combien ? merci Au-revoir ! Je voudrais... s'il vous plaît un petit pot un cornet	Je voudrais... s'il vous plaît un kilo ... un demi kilo ... les tomates les courgettes les petits pois les champignons les pommes de terre les carottes	Quel âge astu ? J'ai ... ans Salut Bounjour Au revoir À plus tard Comment t'appelles-tu ? Je m'appelle... Ça va ? Ça va bien. Ça va très bien.	Vous désirez ? Je voudrais ... Au salon de thé un croquemonsieur un croissant un sandwich au fromage un pain au chocolat un sandwich au jambon une part de quiche une part de gâteau au chocolat une brioche



	parler français et mais	Je n’aime pas... les	une glace à la vanille une glace à la fraise une glace à la banane une glace à la menthe une glace à la pistache une glace au chocolat une glace au café une glace au citron une glace au caramel une glace au cassis Combien de boules ? une boule deux boules trois boules et	les haricots vert les oignons les épinards les aubergines et Bonjour Je peux vous aider ? C’est tout ? C’est combien ? merci au revoir Dans mon panier j’ai...	Ça va mal. Ça va très mal. Comme ci comme ça. un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt Où habites-tu ? J’habite à... Je viens d’Angleterre. français/française anglais/anglaise irlandais/irlandaise gallois/galloise écossais/écossaise Je suis...	une crêpe une omelette une tartelette une salade un café un café au lait un thé un chocolat chaud un coca-cola un jus d’orange une limonade une grenadine et L’addition s’il vous plaît. Merci. Au revoir. Bonjour ! l’addition
Additional/ Cross Curricular Opportunities/ Continuous provision	- Teachers will use retrieval techniques and display images on the ‘Topic’ wall under where the verbs might be completed (which subject). - Whenever possible, a quick verbal quiz using French vocabulary. - Headteacher visits include quick retrieval of French vocabulary. - Any fruit provided in school will be labelled in both English and French (Design Technology) and in the dining hall. - Teachers will provide retrieval opportunities in maths and design technology when appropriate (recipes and mass/weight). - Teachers will provide quick retrieval opportunities for recalling numbers (lining up etc). - Teachers will be encouraged to engage in longer conversations about the children beyond the French curriculum. - Teachers will explicitly link singular/plural verbs (was/were) to the similarities 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? How are resources and skills changing over time?	In this unit, children will be introduced to Infinitive verbs and modal verbs to support their knowledge of sentence construction in French which is often different to English. Children will fully understand the meaning of vocabulary and concepts so that as their bank of vocabulary can grow, alongside their grammatical awareness of how the language works. This means they will be able to create more individualised responses supporting them in further units where they are encouraged to have longer, more engaging conversations - Presenting Myself (Y4), Do you have a pet? (Y5) and French project (Y6). Children will also build on their knowledge of simple sentence construction learnt throughout Y3 units by expanding sentences using the conjunctions ‘et’ (and) & ‘mais’ (but). Listing personal responses in this unit as the children apply new vocabulary shows children how language has a purpose.	This unit builds on the children’s knowledge by moving from singular to plural form - ‘un/une’ to ‘les’ and adding ‘s’ to the end of some nouns. It is important to build on this knowledge now as when opinions are expressed in French, some nouns are expressed in plural form. This will support the children in their future units such as Vegetables (Y4), My Family (Y5) and Clothes (Y6). For the children to be linguistically competent they should be able to accurately place nouns and articles in a sentence.	This unit builds on the children’s knowledge of singular and plural agreement by introducing them to a further agreement rule, feminine and masculine nouns. This will support further learning as masculine and feminine nouns can impact sentence construction - Presenting Myself (Y4) and My Family (Y5). Children are also encouraged, in this unit, to start to really think about what they want to say in the foreign language and make choices. Language is pulled apart to show children how to be specific throughout the teaching sequence.	This unit builds on the children’s knowledge of simple articles and determiners by moving onto asking for a specific quantity. Also developing and building the children’s ability to make specific choices about what they would like to say. Children will also consolidate their knowledge of using the conjunctions ‘et’ (and) and ‘mais’ (but) that were introduced in the unit I am able to (Y3). Whilst also preparing them to hold longer, more engaging conversations in future units, At the Tea Room (Y4) and French Project (Y6).	This unit builds on the children’s knowledge learnt in the unit I’m learning French (Y3). They learn how to use an intensifier to convey stronger feelings. Children are also introduced to the concept that sometimes the direct translation from French to English is not always grammatically literal which will support them further as they continue to develop their sentence construction abilities. They are also introduced to punctuation differences (capitalisation) between the two languages which will support their learning in the unit The Date (Y5). This unit also links and develops their knowledge of gender agreement as in French, spelling and pronunciation can often change depending on whether a girl or boy is speaking (anglas/anglaise). This prepares the children for spelling patterns in My Family unit (Y5).	This unit builds on the children’s knowledge of recalling vocabulary as the amount of vocabulary introduced in this unit is increased. This is to further consolidate their knowledge of gender articles and from prior units throughout Y4. This unit also consolidates their Y3 learning of singular and plural nouns. In this unit, there is also a focus on cognates (words in two languages that share a similar meaning, spelling, and pronunciation) to further develop children’s ability to gist read from Red Riding Hood (Y3) and to support them in future units, Goldilocks and the three bears (Y5). As the unit progresses, they will understand better how four factors impact other words in a sentence (masculine, feminine, singular and plural). They will understand that the article/determiner before a noun informs us of the gender and singularity/plurality of a noun and needs to change accordingly. This will prepare them for construction of longer and more engaging conversations throughout Y5 and Y6 units. Children will also revisit their knowledge of numbers learnt in I’m learning French (Y3) and Presenting Myself (Y4) in relation to currency.



Career links/Cultural Capital	Translation and interpretation Education Business - global contact MI5 - industrial spy Diplomat Linguistic Journalism and media Tourism and hospitality Law and finance 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.
-------------------------------	--