

Knowledge is “food for thought” Central RSA Academy Trust Primary MFL Long term Plan

	Key concept/skills	Knowledge and understanding of language.	Vocabulary/Grammar	Cultural Enquiry – Links to other subject areas.	Question and P4C questions.	End points.
<b>EYFS /KS1</b>	Foster pupils’ curiosity and deepen their understanding of the ‘World Beyond School.’ Know that culture and language is different in different parts of the world from their own.					
<b>Year 3</b>	<p>Speak and respond to a spoken language from a variety of sources.</p>	<p>Develop a linguistic foundation for a European language.</p> <p>Begin to develop phonetical knowledge in another language. (Rachel Hawking)</p> <p>Make comparisons with ancient languages.</p> <p>Listening attentively to spoken language. Responding appropriately.</p> <p>Explore patterns and sounds of language through songs and rhymes.</p> <p>Engage in conversations using simple sentences and questions.</p>	<p>Feminine, masculine, neuter.</p> <p>Greetings</p> <p>Clothes</p> <p>First and second person of ‘to be’ called.</p> <p>Asking and saying how you are?</p> <p>First person of ‘to be’ including adjectives</p> <p>First person of ‘to like’ colours.</p> <p>First and second person ‘to have’ with age</p> <p>Classroom objects.</p> <p>numbers 1-12</p>	<p>Links to Latin. (History)</p> <p>Learn about a city that speaks the language of study. (Geography)</p> <p>Identify social conventions in other cultures.</p> <p>Investigate traditions.</p>	<p><b>P4C questions</b></p> <p>Is it a good idea that everyone speaks the same language?</p> <p>Who decided what things are called?</p> <p>What makes You you?</p> <p><b>Questions</b></p> <p>Is there a pattern to the nouns that are being used? E.g. If the word ends in ‘ion’ in French then it’s feminine.</p> <p>Is the pronunciation accurate?</p> <p>Is word order accurate?</p>	<p>Introduce themselves in another language orally.</p> <p>Listen to and respond to a questions in another language orally.</p> <p>Describe classroom objects orally.</p>

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		<p>Speak in sentences using familiar vocabulary.</p> <p>Use basic grammar appropriate to the language being studied.</p> <p>Develop accurate pronunciation.</p>	<p>Use a simple negative</p> <p>Target country towns and capital cities (e.g. France)</p> <p>saying ‘of’ and ‘from’ in target language</p>			
<b>4</b>	<p>Speak, respond and read from a variety of resources.</p> <p>Find ways to communicate through talking and responding to questions</p>	<p>Listening attentively to spoken language and show understanding by joining in discussion and responding appropriately.</p> <p>Read carefully and show understanding of words and phrases.</p> <p>Continue to develop phonetical knowledge in another language.(Rachel Hawking)</p> <p>Appreciate familiar stories, songs and rhymes in the target language.</p> <p>Present ideas to an audience orally.</p>	<p>Feminine, masculine, neuter.</p> <p>‘here is’ and ‘my’ with family nouns</p> <p>Third person of ‘to be called’.</p> <p>Third person of ‘to be’ with adjectives.</p> <p>Third person of ‘to have’ with age.</p> <p>Numbers up to 20</p> <p>First and third person of ‘to be’</p> <p>Revisit: ‘Where you are from’.</p>	<p>Investigate aspects of every-day life in another country.</p> <p>Traditional stories from other countries. (link to previous learning in English KS1)</p> <p>Compare towns and shopping habits in other countries. (Geography)</p> <p>Compare religions in other countries.(RE)</p>	<p><b>P4C Questions</b></p> <p>Do people in different countries have the same opportunities?</p> <p>Which is better? To live in Britain or somewhere else?</p> <p><b>Questions</b></p> <p>How is target language similar to English.</p> <p>How is target language similar to another language?</p> <p>Are the prepositions for different countries correct. E.g. ‘Allemagne’ feminine. ‘Portugal’ masculine. ‘Les Pays Bas’ plural of Netherlands</p>	<p>Read a familiar story/book in another language.</p> <p>Apply the first and third person through oral description.</p>

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		<p>Speak in sentences using vocabulary and developing phrases.</p> <p>Orally describe people, places, things and actions.</p> <p>Know key features and patterns of language.</p> <p>Develop accurate pronunciation and intonation so that others can understand.</p>	<p>Build using compass points. E.g He is from Redditch He is from the North.</p> <p>Directional language</p> <p>Places around town</p> <p>Prepositions</p>			
5	<p>Speak with increasing confidence and fluency.</p> <p>Ask questions and talk with some intonation and pronunciation.</p> <p>Read from a variety of resources.</p>	<p>Explore patterns and sounds of language through songs and rhymes and link the spelling sound and meaning of words.</p> <p>Show an understanding of words and phrases when reading and writing.</p> <p>Describe people and places, things and</p>	<p>Feminine, masculine, neuter.</p> <p>Conjugation of high frequency verbs.</p> <p>Numbers beyond 12</p> <p>‘there is’ and ‘there are’</p> <p>compound sentences</p>	<p>What it means to be French looking at stereotypes.</p> <p>Landmarks in the country of the language studied. (Geography)</p> <p>Compare festivals that occur in other countries. E.g Bastille with those in</p>	<p><b>P4C Questions</b> Is it worse to fail at something or never attempt it?</p> <p>What makes you you?</p> <p><b>Questions</b> Can you identify the temporal verb in a sentence in English? (Adjective for time)</p> <p>Can you explain conjugation in English?</p>	<p>Write expanded sentences and use nouns and verbs to improve sentence structures.</p> <p>Being able to have wider experiences of talking to others in another language.</p> <p><b>British Council: Penpals Global Gateway</b></p>

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	<p>Begin to write for different purposes and audiences.</p>	<p>actions orally and in writing.</p> <p>Build on previous learning to develop more complex phonetical knowledge in another language.(Rachel Hawking)</p> <p>Broaden vocabulary and develop ability to understand new words that are introduced into familiar written material including through use of a dictionary.</p> <p>Present, orally, ideas and information to a range of audiences.</p> <p>Use basic grammar appropriate to the language being studied.</p> <p>Know key features and patterns of language studied and identify in reading.</p> <p>Develop accurate pronunciation and intonation so that others can understand.</p>	<p>temporal adverbs e.g this morning, often, everyday</p> <p>daily routines</p> <p>description of their school</p> <p>adjectival agreements with nouns e.g. ‘la’ ‘le’ French</p> <p>Speaking for purpose: e.g asking and buying things. Links to using modal verbs: ‘I can’ and ‘I cannot’</p> <p>Use and understand currency</p> <p>Imperatives e.g ‘do this’</p>	<p>Britain and elsewhere.</p>	<p>Can you explain reflexive verbs?</p>	<p><a href="https://www.globalgateway.org.uk/">https://www.globalgateway.org.uk/</a></p>
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		Identify cognates and near cognates and ‘false friends’. E.g ‘sensible’ meaning sensitive. ‘embarasada’ meaning pregnant.				
<b>6</b>	<p>Speak with increasing confidence, fluency and spontaneity.</p> <p>Communicate through questions and discussion.</p> <p>Use accurate pronunciation and intonation.</p> <p>Write at varying lengths for different purposes and audiences using the grammatical structures that they have learnt.</p> <p>Develop an appreciation of literature written in the language studied.</p>	<p>To continue to develop more complex phonetical knowledge in another language.(Rachel Hawking)</p> <p>Write phrases from memory and adapt these to create new sentences to express ideas clearly.</p> <p>Use basic grammar appropriate to the language being studied both orally and written.</p> <p>To recognise past, present future tenses in another language.</p> <p>Know key features and patterns of language and how to apply these. e.g build sentences orally and in written form. Know how these differ from, or are similar to, English.</p>	<p>Conjugation of high frequency verbs.</p> <p>First and third person of ‘to like’.</p> <p>First person of ‘to like’ with infinitives. eg. To eat, to drink, to play.</p> <p>Apply a range of connectives.</p> <p>Using a negative with other verbs for opinions.</p> <p>Be able to say, ‘I went’ ‘I ate’ ‘I saw’ ‘I played’ ‘I did’.</p> <p>Contracting opinions with ‘may’.</p> <p>Intonation and expression of what they say.</p>	<p>PSHE healthy school.</p> <p>Links to food tech.</p> <p>PE: Physical activity.</p> <p>Diversity.</p> <p>CEIAG: Careers...</p>	<p><b>P4C Questions</b></p> <p>Why should we respect people?</p> <p>What could happen if no one respected each other (link to history)</p> <p>Why do we judge people before we get to know them properly?</p> <p><b>Questions</b></p> <p>Are they ready to move on with their language?</p> <p>Are links being made to the ‘World Beyond School.’?</p>	<p>By the end of KS</p> <p>Speak and write in full sentences using connectives and voicing opinions in the target language.</p> <p>Challenge and recognise stereotypes.</p> <p>Describe a piece of literature and give an opinion of it.</p>

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