



Forest Federation

Long Term Planning

Key Stage 2 Modern Foreign Languages

Purpose of Study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims of the History National Curriculum

The national curriculum for MFL aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key Stage 2

Teaching may be of any modern or ancient foreign language and should focus on enabling pupils to make substantial progress in one language. The teaching should provide an appropriate balance of spoken and written language and should lay the foundations for further foreign language teaching at key stage 3. It should enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. The focus of study in modern languages will be on practical communication. If an ancient language is chosen the focus will be to provide a linguistic foundation for reading comprehension and an appreciation of classical civilisation. Pupils studying ancient languages may take part in simple oral exchanges, while discussion of what they read will be conducted in English. A linguistic foundation in ancient languages may support the study of modern languages at key stage 3.

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

The starred (*) content above will not be applicable to ancient languages.

Lower Key Stage 2 Overview

	Autumn	Spring	Summer
Year A	French greeting with puppets French adjectives of colour, shape and size	French playground games– numbers and age In a French classroom	French transport A circle of life in French
Year B	Portraits – describing in French Clothes - getting dressed in France	French numbers, calendars and birthdays French weather and the water cycle	French food – miam miam! French and the Eurovision Song Contest

Upper Key Stage 2 Overview

	Autumn	Spring	Summer
Year A	French monster pets Space exploration in French	Shopping in France French speaking world	Verbs in a French week Meet my French family
Year B	French sport and the Olympics French football champions	In my French house Planning a French holiday	Visiting a town in France

The Forest Federation bought into the Kapow scheme for teaching Modern Foreign Languages in 2020. Our chosen language is French.

Lower Key Stage 2

Year A	Year B
<p>Expected outcomes for Year A:</p> <p><u>French greeting with puppets</u></p> <p>Learning the formal and informal greetings for hello - salut and bonjour - and appropriate greetings for the time of day. Learning how to say goodbye - au revoir. Learning how to say their name using Je m'appelle. Learning how to express their feelings in French and how to respond when asked how they are - Ça va ?</p> <p><u>French adjectives of colour, shape and size</u></p> <p>Learning colour in French and responding accurately to verbal instructions about organising colours. Learning French words for size and shape adjectives. Matching written captions to corresponding images. Learning to ask for something politely. Following a set of written instructions. Learning about adjectival position.</p> <p><u>French playground games– numbers and age</u></p> <p>Learning to count from 1-12 verbally and recognising the written number names. Learning how to ask someone how old they are and respond to this question. Reading a letter and learning to decipher clues about its meaning. Playing traditional French games to practise counting.</p>	<p>Expected outcomes for Year B:</p> <p><u>Portraits – describing in French</u></p> <p>Understanding that adjectives change depending on the gender of the noun that they are describing. Looking at works of art from the Louvre Museum, Paris. Describing people's hair, eye colour and personality. Writing descriptions of drawings. Ensuring that adjectives agree with nouns.</p> <p><u>Clothes - getting dressed in France</u></p> <p>Describing items of clothing and using different forms of the indefinite article un, une, des and the possessive adjectives mon, ma, mes. Reinforcing colour adjectives and revising the position of adjectives and adjectival agreement. Expressing their opinions about an outfit using J'aime and Je n'aime pas. Writing a caption to describe an outfit.</p> <p><u>French numbers, calendars and birthdays</u></p> <p>Learning numbers 1-31 and using to solve maths calculations. Learning the days of the week, months of the year and the vocabulary for yesterday, today and tomorrow. Practising French cursive handwriting. Translating written dates from English to French. Recognising the similarities and differences between French and English birthday celebrations.</p>

In a French classroom

Learning to understand and respond to classroom instructions.
Learning French names for common classroom items.
Understanding that each noun is either masculine or feminine and that the gender affects the form of the indefinite article - 'un' or 'une.'

Reading descriptions of school bag items and matching these to pictures of the correct bag.

Planning and delivering a presentation where they describe what's in their school bag.

French transport

Recognising cognates and near-cognates to help them work out new transport vocabulary.

Learning new sentence structures using aller- to go and prepositions.

Creating an oral presentation to describe a scene.

Learning about the many countries around the world that speak French.

Conducting a survey about transport.

A circle of life in French

Using a bilingual dictionary.

Learning to use the correct form of the definite article - le, la, l' and les in relation to animal nouns.

Creating a negative statement using ne and pas.

Solving language problems.

Building noun - verb - noun sentences to describe food chains.

French weather and the water cycle

Learning weather phrases to describe the weather.

Learning vocabulary for the points of a compass.

Learning numbers 1-100.

Recognising cognates and near cognates to describe the processes in the water cycle

Labelling a diagram of the water cycle using French vocabulary.

French food – miam miam!

Learning about France's café culture. Ordering food and drink in a café.

Learning about the currency- Euros.

Learning vocabulary for some familiar shops.

Using language detective skills to increase their food related vocabulary.

Creating menus and role-playing a café.

French and the Eurovision Song Contest

Asking and responding to the question of whether or not they play an instrument and about their musical likes and dislikes.

Learning the names of musical instruments.

Naming and researching some European countries. Writing and performing a group song using French rhyming words.

Upper KS2

Year A	Year B
<p>Expected outcomes for Year A:</p> <p><u>French monster pets</u></p> <p>Looking for information in an unknown text to identify key information about animals.</p> <p>Practising using the correct article, identifying nouns and noun patterns, and developing knowledge of language and word order.</p> <p>Matching pictures with written descriptions and writing their own descriptions including names for parts of the body.</p> <p>Consolidating their knowledge of noun gender and how it impacts the article and adjectives.</p> <p><u>Space exploration in French</u></p> <p>Creating their own bilingual word mat using their language detective skills.</p> <p>Using metaphors to write their own calligrams.</p> <p>Practising building longer sentences and including comparatives to compare planets.</p> <p>Adding justifications to their sentences using 'because.' Asking and answering questions about alien planets.</p> <p><u>Shopping in France</u></p> <p>Recapping numbers 1-20 and learning numbers to one hundred and beyond. Learning words for different fruits, paying attention to gender and pronunciation.</p> <p>Revising the days of the week and food vocabulary.</p> <p>Preparing a repetitive oral tale.</p> <p>Asking and answering questions used when shopping.</p> <p>Decoding an unknown text through context, recognising cognates and near cognates and identifying known vocabulary.</p>	<p>Expected outcomes for Year B:</p> <p><u>French sport and the Olympics</u></p> <p>Learning the names of some sports in French and how to express preferences.</p> <p>Learning the French name for countries around the world.</p> <p>Learning the verb 'aller' (to go) and how to conjugate in the past tense as well as identifying the correct preposition.</p> <p>Becoming familiar with P.E. action verbs.</p> <p>Learning how to play Pétanque (a famous French game)</p> <p>Writing a magazine article using vocabulary and grammar from the unit</p> <p><u>French football champions</u></p> <p>Developing strategies to become independent language learners.</p> <p>Translating and answering comprehension questions about written profiles of French footballers.</p> <p>Exploring different ways of saying where a person comes from.</p> <p>Creating a written football player profile.</p> <p><u>In my French house</u></p> <p>Learning how to describe different types of house and the rooms in a house. Using existing vocabulary knowledge of family members to write a short piece describing a house and who lives there. Learning to describe items in a bedroom and using prepositions to describe position. Writing a letter to describe a house, who lives there and what is in it.</p>

French speaking world

Revising compass points and using directional language.
Learning where French speaking countries are located in the world. Exploring some French speaking countries by reading some short sentences and making statements using 'il y a...'
Listening to a real weather forecast in French. Asking and answering questions about some countries in the french speaking world.

Verbs in a French week

Practising bilingual dictionary skills.
Recognising that there are three categories of ending for French infinitives.
Recognising and using different subject pronouns.
Choosing the correct ending of regular -er verbs to go with the subject pronoun.
Understanding that some French verbs are irregular (avoir- to have and être - to be)

Meet my French family

Learning vocabulary for family members and relations.
Writing short descriptive phrases and producing a longer written composition about family.
Reading a text and identifying family members from the written clues.
Understanding and expressing simple opinions.
Using the building blocks of sentences to form new sentences.

Planning a French holiday

Using the past tense of aller - to go and an infinitive to form the near future tense.
Distinguishing between present and near future tenses.
Revising clothes vocabulary and adding holiday vocabulary.
Reading a story about a summer holiday and answering questions about it.
Researching and planning a holiday to France..

Visiting a town in France

Revising modes of transport and prepositions.
Learning vocabulary for the features of a town.
Building sentences to describe a route.
Using negatives accurately.
Learning to agree and disagree and justify opinions.
Analysing and identifying grammatical features.