

**Bromesberrow St. Mary's Modern Foreign Language Long Term Plan (Rolling Programme)**

At Bromesberrow St. Mary's school our approach to Modern Foreign Language's is to ensure that we have a clear coverage plan in place to enable all children to experience the breadth of the National Curriculum for listening, speaking and writing in French. Class Two, a two year cycle and Class Three, a three year cycle.

**Key Stage 2**

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.

National Curriculum Objectives	<ul style="list-style-type: none"><li>• Pupils should be taught:<ul style="list-style-type: none"><li>- Listen attentively to spoken language and show understanding by joining in and responding</li><li>- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li><li>- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</li><li>- Speak in sentences, using familiar vocabulary, phrases and basic language structures</li><li>- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</li><li>- Present ideas and information orally to a range of audiences</li><li>- Read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language</li><li>- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li><li>- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li><li>- Describe people, places, things and actions orally and in writing Languages 195</li><li>- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-</li></ul></li></ul>
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	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.
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### Class Two (Year 2 and 3)

#### Autumn 1

##### Topic: About me/ greetings and numbers

##### **Objectives covered:**

- Listen attentively to spoken language and show understanding by joining in and responding
- Engage in conversations; ask and answer questions
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Present ideas and information orally
- Begin to see formalities.
- Read carefully and show understanding of words, phrases and simple writing  
appreciate stories, songs, poems and rhymes in the language

##### Objectives

- Y2/3: Say hello and goodbye.
- Y3: Introduce themselves.
- Y3: Say if they are feeling good/bad/so-so.
- Y2/3: Count to 10.
- Y3: Say how old they are.
- Y3: Use different greetings for different situations.
- Y3: Ask and answer simple questions for each topic area (age, name, how are you).

##### **Vocabulary**

Y2- Bonjour [hello], Salut! [Bye! - informal], Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], an(s) [year(s)],

Y3- Bonjour [hello], bonsoir [good evening], bonne nuit [good night], salut [hi], ça va? [How are you doing?], Bien [good/fine], Très bien [very well], Comme ci, comme ça [not bad/ok], Ça ne va pas très bien [not very well], Ça va mal [bad/not well], Merci [thank you], Et toi? [and you?], Je m'appelle... [My name is...], Comment t'appelles-tu? [What's your name?], monsieur [Mr], madame [Mrs], mademoiselle [Miss], Salut! [Bye! - informal], Au revoir [goodbye – more

formal situations], Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix. [zero-ten], C'est combien? [How many is that?], Ça fait combien? [How many does that make?], Plus [add/plus], Moins [take away/subtract], Égale [equals], Quel âge as-tu? [How old are you?], J'ai \_\_\_ ans. [I'm \_\_\_ years old.], an(s) [year(s)], Bon/ Joyeux anniversaire! [Happy birthday!].

Additional: À bientôt [see you soon], À tout à l'heure [see you later], A demain [see you tomorrow], Bonne fin de semaine / Bon week-end [have a good weekend].

## Autumn 2

### Topic: All about me with instructions

#### Objectives covered:

- Listen attentively to spoken language and show understanding by joining in and responding
- 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
- Read carefully and show understanding of words, phrases and simple writing

#### Objectives

- Y2/3: Name parts of the body (use of song)
- Y2/3: Identify colours
- Y2/3: Name items of clothing
- Y3: Give and respond to simple classroom instructions
- Y3: Ask and answers questions based on the topic in hand.
- Y3: Read and write simple words
- Y3: Use a dictionary to support writing
- Y3: Start to say that un/une relate to masculine & feminine nouns

### **Vocabulary**

Y2- oui [yes], non [no], Asseyez-vous [sit down], levez-vous [stand up], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], une jupe [skirt], un pantalon [trousers], un tee-shirt [t-shirt], grand(e) [large/big], petit(e) [small].

Y3- Asseyez-vous [sit down], levez-vous [stand up], rangez vos chaises [put your chairs under], taisez-vous [be quiet], écoutez [listen], regardez [look], venez au tapis [come to the carpet], répétez [repeat], regardez-moi [look at me], allez-y [off you go], rangez vos affaires [tidy your things], Voici [this is], la tête [head], les épaules [shoulder], les genoux [knees], les pieds [feet], les yeux [eyes], les oreilles [ears], la bouche [mouth], le nez [nose], oui [yes], non [no], Les mains [hands], les pieds [feet], les bras [arms], tapez [clap/stamp], croisez [cross/fold], marchez [walk/step], courez [run], sautez [jump], posez [put down], prenez [pick up/take], C'est de quelle couleur? [What colour is it?], bleu [blue], blanc [white], rouge [red], noir [black], jaune [yellow], vert [green], gris [grey], orange [orange], rose [pink], violet [purple], marron [chestnut brown], C'est... [It's...], une jupe [skirt], un pantalon [trousers], un tee-shirt [t-shirt], une chemise [shirt/blouse], un pull [jumper], un sweat [sweatshirt], des chaussures (f) [shoes], un short [shorts], des chaussettes (f) [socks], une robe [dress], un maillot de corps [vest], un slip [pants], grand(e) [large/big], petit(e) [small].

## Class Three (Y4, 5 and 6)

### **Autumn 1**

#### **Topic: Family and Friends**

#### **Objectives covered**

- 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
- 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.

#### **Objectives**

- Yr 4/5/6: join in traditional songs and rhymes;
- Yr 4/5/6: recognise rhyming sounds;
- Yr 4/5/6: use 1st person possessive adjectives confidently and recognise that third person is different;
- Yr 4/5/6: introduce family members;

- Yr 4/5/6: say what sort of home they live in and name items inside;
- Yr 4/5/6: give a simple opinion about a named animal or object;
- Yr 4/5/6: construct a simple sentence about a variety of topics;
- Yr 4/5/6: use a dictionary to support writing and find alternative words;
- Yr 5/6: respond appropriately to the meaning of songs/ rhymes;
- Yr 5/6: suggest other rhyming words to extend a set;
- Yr 5/6: differentiate between first and third person possessive adjectives and verbs;
- Yr 5/6: describe their home by size and say where items can be found;
- Yr 5/6: give a variety of opinions;
- Yr 5/6: join two clauses with 'et' or 'mais' appropriately.
- Yr 6: suggest alternative sentences/song phrases by substituting new vocabulary;
- Yr 6: make increasingly complex descriptive links between family members;
- Yr 6: differentiate between first and third person possessive adjectives and verbs and use them appropriately;
- Yr 6: discuss similarities and differences between French/English terms for the same idea;
- Yr 6: extend sentences and support opinions by using conjunctions.

### **Vocabulary**

Y4- mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child], chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm], chaumière (f) [cottage], château (m) [castle], maison (f) [house], caravane (f) [caravan], appartement (m) [flat], brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], auteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful], grand(e) [large/big], petit(e) [small].

Y5- mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child], chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm], chaumière (f) [cottage], château (m) [castle], maison (f) [house], caravane (f) [caravan], appartement (m) [flat], brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], auteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], Le/La \_\_\_ est dans le/la \_\_\_. [The \_\_\_ is in the \_\_\_]., mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se

[dangerous], amical (e) [friendly], beau/belle [beautiful], j'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate], grand(e) [large/big], petit(e) [small].

Y6- mon/ma/mes [my], son/sa/ses [his/her/its], famille (f) [family], femme (f) [wife], fille (f) [daughter], fils (m) [son], enfant (m/f) [child], chien (m) [dog], chat (m) [cat], cochon (m) [pig], cheval (m) [horse], serpent (m) [snake], canard (m) [duck], vache (f) [cow], mouton (m) [sheep], poule (f) [hen], ici [there], par-là [there], partout [everywhere], vieux [old], dit [say-third person], ferme (f) [farm], chaumière (f) [cottage], château (m) [castle], maison (f) [house], caravane (f) [caravan], appartement (m) [flat], brosse à dents (f) [toothbrush], télévision (f) [TV set], four (m) [oven/cooker], couteau (m) [knife], nounours (m) [teddy bear], four (m) [oven], auteuil (m) [armchair], lit (m) [bed], valise (f) [suitcase], baignoire (f) [bath], arrosoir (m) [watering can], escargot (m) [snail], tapis (m) [doormat], Le/La \_\_\_ est dans le/la \_\_\_. [The \_\_\_ is in the \_\_\_], mignon (ne) [cute], amusant (e) [funny], effrayant (e) [scary], dangereux/se [dangerous], amical (e) [friendly], beau/belle [beautiful], j'aime [I like], je n'aime pas [I don't like], j'adore [I love], je déteste [I hate], Quelle est ton opinion? [What do you think?], pourquoi ? [why?], parce que [because], phrase (f) [sentence], conjonction (f) [conjunction], et [and], mais [but], verbe (m) [verb], nom (m) [noun], grand(e) [large/big], petit(e) [small].

## Autumn 2

### Topic: Food

#### Objectives covered:

- 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
- 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.

### **Objectives**

- Yr 4/5/6: Listen to and respond to food vocabulary
- Yr 4/5/6: Answer questions orally about food
- Yr 4: Write an answer to a question about food using a modelled sentence to support.
- Yr 4/5/6: Use key phrases in conversations and role play.
- Yr 5/6: Write an answer to a question about food
- Yr 5/6: Write words about food from memory
- Yr 5: Attempt to use the correct masculine or feminine for of adjectives
- Yr 5: Attempt to use the correct masculine or feminine for 'some'
- Yr 6: Write sentences about food from memory
- Yr 6: Use the correct masculine, feminine or plural form of adjectives
- Yr 6: Use the correct masculine or feminine for 'some'

### **Vocabulary**

Y4- pomme (f) [apple], poires (f) [pears], prunes (m) [plums], fraises (f) [strawberries], oranges (m) [oranges], du gâteau (m) [some cake], cornet de glace (m) [ice cream cornet], un morceau de fromage (m) [a piece of cheese], sucette (f) [lollipop], saucisse (m) [sausage], de la pastèque (f) [slice of watermelon], J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?], Je voudrais... [I would like], J'ai soif [I'm thirsty], les boissons chaudes (f) [hot drinks], les boissons froides (f) [cold drinks], le thé (m) [tea], le café (m) [coffee], le coca (m) [cola], la limonade (f) [lemonade], le jus d'orange (m) [orange juice], l'eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup], un verre (m) [glass], de [of], le petit déjeuner (m) [breakfast], des céréales (f) [cereals], le sandwich (m) [sandwich], le pain (m) [bread], le chocolat (m) [chocolate], les chips (f) [crisps] les frites (f) [chips], délicieuse (f) [delicious],

Y5/6- Je voudrais... [I would like], du (m) [some], de la (f) [some], des (pl) [some], S'il vous plaît [please], voilà [here you are], merci [thank you], merci bien [thank you very much], pomme (f) [apple], poires (f) [pears], prunes (m) [plums], fraises (f) [strawberries], oranges (m) [oranges], du gâteau (m) [some cake], cornet de glace (m) [ice cream cornet], un morceau de fromage (m) [a piece of cheese], sucette (f) [lollipop], saucisse (m) [sausage], de la pastèque (f) [slice of watermelon], J'aime [I like], Je n'aime pas [I don't like], J'adore [I love], Je déteste [I hate], Qu'est-ce que tu aimes ? [What do you like?], Je voudrais... [I would like], J'ai soif [I'm thirsty], les boissons chaudes (f) [hot drinks], les boissons froides (f) [cold drinks], le thé (m) [tea], le café (m) [coffee], le coca (m) [cola], la limonade (f) [lemonade], le jus d'orange (m) [orange juice], l'eau (f) [water], une bouteille (f) [bottle], une tasse (f) [cup], un verre (m) [glass], de [of], Qu'est-ce que vous désirez boire ? [What would you like to drink?], parce que [because].

## Autumn 3

### Topic: Shopping!

#### Objectives Covered:

- 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
- 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.

#### Objectives

- Yr 4: Write money amounts in French, up to 200 € in multiples of 50.
- Yr 4/5/6: Answer questions using the topic vocabulary;
- Yr 4/5/6: Take part in role play as a shopper/shopkeeper, speaking in French;
- Yr 4/5/6: Greet and respond;
- Yr 4/5/6: Use adjectives (colours) and place them after the noun;
- Yr 5/6: Write money amounts in French, up to 500 € in multiples of 50.
- Yr 5/6: Listen and respond to topic vocabulary;
- Yr 5/6: Use the preposition *entre* (between);
- Yr 5/6: Use the preposition *à côté de* (beside) and choose the correct masculine and feminine form;

- Yr 5/6: Calculate change given and write the answer in French.

### **Vocabulary**

Y4- Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais... [I would like....], Salut ! [Bye], Au revoir [Good bye], Bonne fin de semaine /Bon week-end [Have a good weekend], Les magasins (m) [shops], Les vêtements (m) [clothes], un manteau (m) [coat], un pull (m) [jumper], une jupe (f) [skirt], une chemise (f) [shirt], blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], foncé [dark], clair [light], Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], deux-cents [two hundred],

Y5/6- Bonjour [Hello/Good day], Madame [Madam], Monsieur [Sir], Mademoiselle [Miss], Ça va ?/Comment allez-vous ? [How are you?], Bien [Good/fine], Très bien [Very well], Comme ci, comme ça [Not bad/OK], Ça ne va pas très bien [Not very well], Ça va mal [Bad/not well], Merci [Thank you], Et toi/vous ? [And you?], Bien [Good], Je voudrais... [I would like....], Salut ! [Bye], Au revoir [Good bye], À bientôt [See you soon], À la prochaine [Until next time], À demain [See you tomorrow], Bonne fin de semaine /Bon week-end [Have a good weekend], C'est combien? [How much is it?], Les magasins (m) [shops], entre [between], à côté de [next to], Les vêtements (m) [clothes], un manteau (m) [coat], un pull (m) [jumper], une jupe (f) [skirt], une chemise (f) [shirt], blanc/blanche [white], violet/violette [purple], noir/noire [black], gris/grise [grey], bleu/bleue [blue], vert/verte [green], orange [orange], rouge [red], rose [pink], marron [brown], jaune [yellow], foncé [dark], clair [light], Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix [zero-ten], onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, dix-neuf, vingt [eleven – twenty], vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente [twenty one – thirty], quarante [forty], cinquante [fifty], soixante [sixty], soixante-dix [seventy], quatre-vingts [eighty], quatre-vingt-dix [ninety], cent [hundred], deux-cents [two hundred], trois-cents [three hundred], quatre-cents [four hundred], cinq-cents [five hundred], C'est combien ? [How much is that?], C'est... [It's...], Voici votre monnaie [Here's your change].

Additional vocab for what they could buy: la banane (f)[banana], le crayon (m) [pencil], le croissant (m) [croissant], la montre (f) [watch], la pomme (f) [apple], le chou-fleur (m) [cauliflower], le lait (m) [milk], le fromage (m) [cheese], le jus d'orange (m) [orange juice], le pain (m) [bread], la confiture (f) [jam], la glace (f) [ice cream], le jambon (m) [ham], la boîte de chocolats (f) [box of chocolates], la pizza (f) [pizza], petit(e) [small] grand(e) [big]