MFL

*“One language sets you in a corridor for life. Two languages open every door along the way”* Frank *Smith*

We strongly believe that the study of Languages prepares pupils to participate in a rapidly changing, multi-cultural world and provides an opening to other cultures. Our teaching will enable children to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. Our high-quality languages education will foster children’s curiosity and deepen their understanding of the world.  Languages is also about the broader curriculum – about understanding language and identity, about developing an international outlook, and about learning. Language teaching will provide the foundation for learning further languages, equipping children to study and work in other countries.

*Aims*

* To develop an interest in learning other languages.
* To introduce young children to another language in a way that is enjoyable and stimulating.
* To encourage children’s confidence and creative skills through the exploration of another language.
* To stimulate and encourage children’s curiosity about language.
* To help children develop their awareness of cultural differences in other countries.
* To develop listening, speaking, reading and writing skills.
* To lay the foundations for future language learning.

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| **Year Group** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** |  |  |  |  |  |  |
| **Year 1** |  |  |  |  |  |  |
| **Year 2** |  |  |  |  |  |  |
| **Year 3** | Getting to know you.  Greetings  Name  Number 0-10 and age | All about me  Classroom instructions  Body parts  Colours  Clothing | Food Glorious Food  Vocabulary for a range of food  Express likes and dislikes  Count and use plural nouns. | Family and Friends  Identify and introduce family.  Spell their names.  Names of places within the home | Our School  School places and objects  Expressing preferences | Time  Days of the week, months and dates  Numbers 11-31 |
| **Year 4** | All around town  Describe places in a town.  Count to 100  Give their address | On the move  Use the verb ‘to go’ in context in relation to transport, direction and movement | Going Shopping  Fruit, vegetables and clothes  Questions related to shopping | Where in the world?  Countries, continents and animals  Location in relation to the equator | What’s the time?  Tell the time: o’clock, half past, quarter past and quarter to  Timetables and TV schedules | Holidays and Hobbies  Holidays, weather (temperature), seasons, sports and hobbies |
| **Year 5** | Getting to know you.  Express emotions and future plans in two tenses | All about ourselves  Describe appearance.  Grammatical use of adjectives  Emotions and health | That’s tasty.  Specific drink and food types including details.  Open and closing times of shops | Family and Friends  Describe family and friends.  Subjective descriptions  Gender links between nouns and adjectives | School Life  Objects, subjects and prepositional language  School associated questions and answers | Time Travelling  Key events in French History  Past tense, conjugation, auxiliary and infinitive verbs. |
| **Year 6** | Let’s visit a French town.  Understanding word classes  Grammatical language features | Let’s go shopping.  Use nuances of colour to describe clothes.  Use prepositional language.  Key phrases for shopping | This is France  Describe the position of France in relation to different cities.  French landmarks with a focus on Paris | All in a day  Tell the time to 5-minute intervals.  Use 24-hour times.  AM and PM times  Real lifetime examples |  |  |

*Long Term Plan*