

French Long Term Coverage				
Our vision for Modern Foreign Languages at Athersley North primary is that all language learners develop the skills and confidence to consider themselves as 'World Citizens' who belong in a multicultural, mutually respectful world. We aim to support pupils to understand other countries and cultures so that they can be more open and adaptable to new experiences; ensuring that each topic contains an element of cultural reference to the target language country (French).				
The school is committed to developing strong, lifelong linguistic skills and to encourage pupils to become curious and interested in the world. Ultimately, we want our pupils to have a love of languages, and aim to achieve this by nurturing a linguistic curiosity and an intrinsic motivation to explore and respect other cultures and people. We endeavour to inspire all MFL practitioners/peers through collaboration, support and modelling exceptional practice. Thus allowing our pupils to build on their experience of French and transitioning this in to the next phase of their linguistic adventure within KS3.				
KS2				
National Curriculum Objectives	<ul style="list-style-type: none"> ☐ 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* ☐ appreciate stories, songs, poems and rhymes in the language 	<ul style="list-style-type: none"> ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ☐ read carefully and show understanding of words, phrases and simple writing ☐ 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 . 	<ul style="list-style-type: none"> ☐ 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* ☐ appreciate stories, songs, poems and rhymes in the language ☐ describe people, places, things and actions orally* and in writing ☐ speak in sentences, using familiar vocabulary, phrases and basic language structures ☐ present ideas and information orally to a range of audiences* 	<ul style="list-style-type: none"> ☐ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. ☐ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ☐ read carefully and show understanding of words, phrases and simple writing ☐ 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.
	Stage 1 (Year 1 and 2 of modern foreign language)		Stage 2 (Year 3 and 4 of modern foreign language)	
Stage 1a		Stage 1b	Stage 2a	Stage 2b
Autumn Term				
Theme	Core One		Animals	
Objective	<ul style="list-style-type: none"> • Recognise some basic French greetings. • Recognise the numbers 1-10. • Respond to some simple classroom instructions. • Respond to some simple questions when prompted with visual cues. • Recognise basic family vocabulary. 		<ul style="list-style-type: none"> • Be able to respond to questions when given a spoken model to copy. • Repeat a simple phrase to say that they don't understand something. • Hear a simple sentence and then repeat it orally. • Copy down a short, simple sentence. • Read a short rhyme with help. • Recognise some basic French adjectives such as colours. 	
Coverage	1. French greetings, 2. express feelings in French, 3. introductions in French, 4. numbers 1-10. 5. immediate family members. 6. Review		1: On the farm, 2: Pets, 3: What's your dog like?, 4: Where is the cat? 5: Where is the elephant? 6: Review	
Progression	Stage 1- Speaking and Listening	Stage 1- Reading and Writing	Stage 2- Speaking and Listening	Stage 2- Reading and Writing
Vocabulary	Bonjour, Au revoir, Salut, Bonsoir, À bientôt, Monsieur, Madame, très bien, bien, comme ça, mal, merci, et toi?, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, ma mère, mon père, ma sœur, mon frère, ma grand-mère, mon grand-père, tout le monde, voici, j'aime		un mouton, une poule, un coq, un cochon, une vache, un canardun chat, un chien, un hamster, un poisson, un lapin, un cheval, un serpent, une souris, un cochon d'Inde, un oiseau, un chat	
Spring Term				
Theme	Core Two		Food	
Objective	<ul style="list-style-type: none"> • Recognise the days of the week when spoken in sequence. • Understand most of the colours. • Understand numbers up to 20. • Respond to questions about likes and dislikes with a single word. • Recognise negative responses to a question when given a visual prompt. 		<ul style="list-style-type: none"> • Give a spoken response to a simple written question using a single word answer. • Pronounce some common letter strings correctly. • Give an opinion in French with a visual prompt. • Repeat a couple of sentences, including talking about what they would like, using the first person. • Copy the main vocabulary with some mistakes. 	
Coverage	1. Days of the week, 2. Basic colours, 3. Numbers 11-20, 4. Countries, 5: I like... 6. Review		1: Food, 2: I like to eat..., 3: What are you eating?, 4: Cutlery, 5: Ingredients 6. Making French toast	
Progression	Stage 1- Speaking and Listening	Stage 1- Reading and Writing	Stage 2- Speaking and Listening	Stage 2- Reading and Writing
Vocabulary	lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche, danser, rouge, vert, blanc, bleu, jaune, noir, rose, violet, orange, onze, douze, treize, quatorze, quinze, seize, dix-sept, dix-huit, vingt, la Pologne, l'Angleterre (f), l'Écosse (f), l'Irlande (f), le pays de Galles, l'Inde (f), le Pakistan, la Chine, la France,		une glace, un gâteau, des chips, un chou, des petits pois, mélanger, tremper, mettre, faire cuire, saupoudrer, un poisson, les pommes, les fraises, les tomates, les carottes, les bananes, les poires, les pommes de terre, les cerises, les raisinsun sandwich, des frites du chocolat, de la pizza, des spaghettis, du fromage, du poulet, du rizun couteau, une fourchette, une cuillère à soupe, une cuillère à café, un bol, une poêle, un verre, une	
Summer Term				
Theme	Core Three		My Home	
Objective	<ul style="list-style-type: none"> • Sing along and do the actions to a French song, with a visual aid. • Recognise most of the French body parts when they're spoken. • Read the numbers 11-20 with some assistance. • Accurately say the name of the month of their birthday when given a visual prompt. • Understand the difference between singular and plural. 		<ul style="list-style-type: none"> • Recognise a familiar sound when it is heard in a song. • Identify one or two key words from the story with support. • Copy out or repeat sentences which use numbers in simple descriptions. • Be able to repeat aloud full sentences about their homes and daily routines. • Write a word in French to respond to a spoken question. • Recognise sentences where the word order is different to English. • Identify an article with some help. 	
Coverage	1: Head, shoulders, knees and feet, 2: Parts of the body, 3: Let's count up to 31, 4: Clothes, 5: Months, 6: Review		1: Where do you live?, 2: Your home, 3: Your bedroom, 4: The kitchen, 5: Daily routine, 6: Review	
Progression	Stage 1- Speaking and Listening	Stage 1- Reading and Writing	Stage 2- Speaking and Listening	Stage 2- Reading and Writing
Vocabulary	janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre, une robe, un pantal, un pull, un tee-shirt, une chemise, une jupe, vingt-et-un, vingt-deux, vingt-trois, vingt-quatre, vingt-cinq, vingt-six, vingt-sept, vingt-huit, vingt-neuf, trente, trente-et-un, le bras, la jambe, la tête, le pied, le ventre, le dos, le genou, l'épaule (f), la main, le doigt, la tête, les épaules (f), les genoux (m), les pieds (m), le nez, les yeux (m), les oreilles (f), la bouche,		une maison, un appartement, un village, une ville, une grande ville, une chambre, une chaise, une table, une commode, une armoire, une lampe, une télévision, des rideaux, une moquette, une fenêtre, une porte, une poubelle, un four, une bouilloire, un grille-pain, un évier, un lave-vaisselle, une salle de bains, un salon, une salle à manger, une cuisine, un jardin, un balcon, le rez-de-chaussée, le premier étage, une chaumière, une ferme, les bois	