

Long term plan

Scheme: Primary Languages Network

Phonics: Let's introduce phonics, Ensemble Languages Project

Pillars of progression:

- Phonics
- Vocabulary – refer to knowledge organisers
- Grammar

MFL	AU1	AU2	SP1	SP2	SU1	SU2
Year 3	<p>Name of unit: Getting Started</p> <p>Grammar: *Use intonation when asking a question.</p> <p>Key Knowledge: *Know how to say a greeting *Know how to respond to a question about name or feelings *To know how to attempt a question – name or feelings *To know some numbers between 0-10 *To say at least 4 colours</p>	<p>Name of unit: Calendar and celebrations</p> <p>Grammar: *Use intonation when asking a question.</p> <p>Key Knowledge: *To know how to read and say some adjectives of colour *To recognise and say a day of the week *To attempt to write accurately a day of the week *To recognise and know how to say most months *To attempt to write accurately an important month of year</p>	<p>Name of unit: Animals I like and don't like.</p> <p>Grammar: *Identify a noun *Be aware of plural nouns *Recognise nouns using indefinite article "a" (un/une).</p> <p>Key Knowledge: *To remember and say animal nouns *To know how to write a simple sentence about a favourite animal *To recognise a noun in a sentence</p>	<p>Name of unit: Carnival Time</p> <p>Grammar: *To use intonation when asking a question. *To form a question *To form the date</p> <p>Key Knowledge: *To know and recall numbers 0-15 * To know and recall personal info questions (AU1) *To know how to say own age *To recall some months *To recall some days *To attempt to say and write the date</p>	<p>Name of unit: Fruits, vegetables, hungry giant story</p> <p>Grammar: *To use polite requests *To know singular and plural nouns.</p> <p>Key Knowledge: *To recognise and say fruit/veg nouns *Know how to recall numbers 0-15 *Know how to ask politely for an item *To write a simple sentence using conjunction "and"</p>	<p>Name of unit: Going on a picnic Aliens in France</p> <p>Grammar: *To use polite requests *To know singular and plural nouns. *To ask a question accurately</p> <p>Key Knowledge: *To identify familiar colours in a sentence *How to say familiar colours *How to ask the question "Where do you live? And respond to the question with "I live in..."</p>
	<p>Phonics – lesson 1</p> <p>Key sound: [ah] Spelling link: a à â +silent letters (dpstx)</p>	<p>Phonics – lesson 2</p> <p>Key sound: [eu] Spelling link: e eu oeu</p>	<p>Phonics – lesson 3</p> <p>Key sound: [oh] Spelling link: au eau o ô</p>	<p>Phonics – lesson 4</p> <p>Key sound: [sh] Spelling link: ch</p>	<p>Phonics – lesson 5</p> <p>Key sound: [r] Spelling link: r rr</p>	<p>Phonics – lesson 6</p> <p>Key sound: [I] Spelling link: I ie y</p>

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Year 4	<p>Name of unit: Welcome to school, super learners</p> <p>Grammar: *Know the difference between masculine and feminine singular nouns.</p> <p>Key Knowledge: *How to ask and answer several questions about themselves and a friend *How to recall days of the week *How to recall months of the year *How to say and write some nouns for places in school *How to say and write some nouns for classroom objects</p>	<p>Name of unit: My local area, your local area</p> <p>Grammar: *How to classify masculine and feminine singular nouns.</p> <p>Key Knowledge: *How to listen and respond accurately to a sequence of commands/instructions *Recognise and read places in towns *How to ask and respond appropriately to where something is</p>	<p>Name of unit: Family tree and faces.</p> <p>Grammar: *Practise masculine and feminine nouns, singular and plural *Explore plural nouns with adjectives *Practise/use first person singular of verbs to have and to be. *Practise asking a question.</p> <p>Key Knowledge: *How to say nouns for members of family *How to say parts of the face *How to write a simple sentence with a part of the face and a colour.</p>	<p>Name of unit: Face and body parts</p> <p>Grammar: *Practise verbs as commands. *Explore use of singular and plural nouns *Practise using colours as adjectives with nouns</p> <p>Key Knowledge: *How to say body parts *Recognise simple sentences about body parts with colour and size adjectives *How to say and write a simple sentence for a physical description *How to follow and communicate a simple sequence of physical movement commands</p>	<p>Name of unit: Feeling unwell Jungle animals</p> <p>Grammar: *Revisit intonation when asking a question *Use adjectives to describe a noun</p> <p>Key Knowledge: *Recall body part nouns *Explain what hurts and how you are feeling *Identify jungle animals *Identify and find meaning of unfamiliar adjectives *Say/write a simple sentence – noun, verb, adjective (conjunction) about jungle animals.</p>	<p>Name of unit: The Weather Ice creams</p> <p>Grammar: *Ask for an item politely *Ask a question accurately</p> <p>Key Knowledge: *Read, say and write 3 simple sentences about the weather *Know some ice cream flavours *Describe a favourite ice cream</p>
	<p>Phonics – lesson 7</p> <p>Key sound: [we] Spelling link: ui oui</p>	<p>Phonics – lesson 8</p> <p>Key sound: [ay] Spelling link: é ez er et ey</p>	<p>Phonics – lesson 9</p> <p>Key sound: [t] Spelling link: th t tte</p>	<p>Phonics – lesson 10</p> <p>Key sound: [oo] Spelling link: ou</p>	<p>Phonics – lesson 11</p> <p>Key sound: [u] Spelling link: u ue</p>	<p>Phonics – lesson 12</p> <p>Key sound: [eh] Spelling link: è ê ai</p>

MFL	AU1	AU2	SP1	SP2	SU1	SU2
<p>Year 5</p> <p>(In 2022-23, this is being covered by Years 5 and 6</p> <p>Because of SATS prep, Year 6 to do following 4 units: Talking about us; Time in the City; Healthy Eating and going to the market; Clothes, Colours, Fancy Dress)</p>	<p>Name of unit: Talking about us</p> <p>Grammar: *Revisit and extend conjunctions *Extended sentences *How to use 1st/2nd person singular (verbs of opinion) *Begin to explore 3rd person singular</p> <p>Key Knowledge: *How to say an extended sentence about how they are feeling with a reason *How to say a 3rd person singular sentence with details about someone else *Recognise and say 5 school subjects *How to say and write an opinion about a school subject</p>	<p>Name of unit: Time in the city</p> <p>Grammar: *Write simple present tense descriptive sentences using nouns and adjectives.</p> <p>Key Knowledge: *Understand at least 5 places in the city *How to say and write a simple sentence to describe what is in a town/city *How to give simple directions in a city *Can ask politely to purchase an item *Write a simple descriptive sentence about a festive jumper.</p>	<p>Name of unit: Healthy eating and going to the market.</p> <p>Grammar: *To consolidate understanding of masculine and feminine nouns, singular and plural *Give and follow commands *Practise question words and forming a question in French.</p> <p>Key Knowledge: *Remember and say familiar fruit/veg nouns *Say some numbers between 0 and 100 *Follow and give simple instructions for a recipe</p>	<p>NB. Year 6 to complete in SU2</p> <p>Name of unit: Clothes, colours and fancy dress</p> <p>Grammar: *To consolidate understanding of masculine and feminine nouns *Consolidate position and agreement of adjectives with nouns *Question words *Present tense conjugation of the verb "to wear" in French</p> <p>Key Knowledge: *Identify and say clothes *Read and write descriptive sentences about clothes, using nouns and adjectives accurately *Use the verb 'to wear' to write simple clothes descriptions</p>	<p>Year 5 only</p> <p>Name of unit: Out of this world</p> <p>Grammar: *Consolidate use of masculine and feminine nouns *Consolidate position and agreement of adjectives with nouns *Question words *Use verb "to be" in present tense *How to use conjunctions to extend sentences</p> <p>Key Knowledge: *Identify information on a simple ID card *Ask and answer questions about identity *Recognise the planets *Use adjectives accurately to describe the planets *Read simple facts about the planets.</p>	<p>Year 5 only</p> <p>Name of unit: Going to the seaside</p> <p>Grammar: *Consolidate position/agreement of adjectives with nouns *Explore sentence structure in French: nouns, verbs, adjectives, personal pronouns. *Conjunctions *Explore use of modal verb + infinitive for persuasive sentences</p> <p>Key Knowledge: *Identify and say nouns for beach bag items *Use "you can" + infinitive of a verb to create a persuasive sentence *Say/write extended sentences to describe a day at the seaside.</p>
	<p>Phonics lesson 13</p> <p>Key sound: [orn] Spelling link: on</p>	<p>Phonics lesson 14</p> <p>Key sound: [arn] Spelling link: an en</p>	<p>Phonics lesson 15</p> <p>Key sound: [ann] Spelling link: in ain ein im aim</p>	<p>Phonics lesson 16</p> <p>Key sound: [urn] Spelling link: un um</p>	<p>Phonics lesson 17</p> <p>Key sound: [wah] Spelling link: oi</p>	<p>Phonics lesson 18</p> <p>Key sound: [kuh] Spelling link: que qu</p>

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Year 6 (Not being covered in 2022-23)	Name of unit: Telling the time Everyday Life Grammar: *Conjunctions *Extended sentences * How to use 1 st /2 nd person singular (verbs of opinion) *Time phrases – for o'clock time *1st /2nd person singular questions and answers Key Knowledge: *Recall personal information questions and answers *Recognise and say several o'clock time phrases *Ask and answer some question about own daily routine	Name of unit: Homes and houses Grammar: *Consolidate agreement and position of adjectives of colour and size *Consolidate singular and plural nouns *Prepositions of place Key Knowledge: *Recognise and say some rooms in the house *Understand brief descriptions of items in a house *Use simple sentences to describe a house *Ask and answer where something is, using prepositions of place.	Name of unit: Investigating sports Grammar: *Use of jouer and faire with sports *Regular present tense conjugation of verb: jouer *Express likes and dislikes Key Knowledge: *Say and write nouns for sports *Express a like/dislike of a sport *Identify and attempt to use parts of the present tense of jouer *Give an opinion *Say and write a description of a sport.			Name of unit: At the funfair Favourite things Grammar: *Consolidate use of adjectives with nouns in French *How to use conjunctions to extend sentences Key Knowledge: *Remember funfair vocabulary *Describe funfair rides in simple sentences. *Express opinions of rides in extended sentences using conjunctions and adjectival phrases. *Say and write a simple statement about my favourite things
	Phonics lesson 19 Key sound: [s] Spelling link: s (at start of word) ss ç ce ci	Phonics lesson 20 Key sound: [z] Spelling link: z s (between vowels)	Phonics lesson 21 Key sound: [juh] Spelling link: g j			Phonics lesson 22 Key sound: [ny] Spelling link: gn

<p>SEND – Adaptive Teaching</p>	<ul style="list-style-type: none"> ➤ Everyone has the same starting point as all children are learning a new language ➤ Clarify/simplify a task or provide numbered steps with visual representations (objects, pictures, signs, photos) ➤ Provide worked (completed) and partially completed examples. – Teacher models ➤ Native speaker videos support pronunciation. ➤ Provide prompts/sentence stems and additional scaffolds e.g. rainbow writing ➤ Re-explain a concept or explain it in a different way ➤ Use collaborative learning – paired activities ➤ Set clear targets/expectations ➤ Improve accessibility (e.g. proximity to speaker, visibility of whiteboard, read a text to the pupil) ➤ Consider pace - (extra time for responses to questions, contributing to class discussions and to complete activities) ➤ Provide vocabulary with visual images and actions ➤ Check understanding and reinforcing as needed through repetition, rephrasing, explaining and demonstration ➤ Have alternative ways to record learning, e.g. oral, photographic, video, highlighting text, mind maps, etc. Class books will allow us to still evidence these lessons.
<p>Strategies to stretch and challenge</p>	<ul style="list-style-type: none"> ➤ Identify and account for prior knowledge – a child who has extensive prior knowledge could be asked to present some of the knowledge they have to the class; explain something they understand easily to a child who doesn't 'get it' so quickly ➤ Depth of content - consider what you can add to create depth, e.g. digging into an area more deeply, extending their sentences with previously learnt knowledge and ideas, or asking pupils to use more complex vocabulary or sentence structures. ➤ Use questioning techniques to boost thinking – ask open-ended questions which require higher-order thinking ➤ Consider learner roles – ensure they are appropriately challenged through the role they are given so they can make an effective contribution ➤ Mastery - optional homework – retrieval games ➤ Feedback – framing feedback so pupils must take responsibility for improving their own learning