

Long Term Topic Plan for MFL 2025-2026

MFL at Burton Road is delivered through our specialist MFL teacher during PPA time and is based on timetabled blocks of learning (4 half terms per year). French is the main language taught to all KS2 students in order for students to make as much progression as possible. The following long-term plan has been modified from the 2023 to reflect the current composition of mixed year classes, and serves as the long-term plan from September 2024.

Content knowledge progression rationale: We have chosen each topic with the end curricular goal in mind- our trip to France in year 6 and so that our children have acquired a broad range of vocabulary so they have embedded the foundations for further foreign language learning in KS3. Our topics have a real purpose so the children can use real life transactional language within the classroom or whilst visiting France. Our topics have been sequenced in a way so that key grammatical elements can be revisited and built upon each time and the order of them allows up reconnect their prior learning when learning new content. Our scheme is planned so that children are taught by our language’s specialist 4 half terms per year on rotation with computing and music.

Languages and Culture in EYFS and KS1

Although children do not formally learn foreign languages in EYFS and KS1, they do have some exposure to it before they begin foreign language learning in LKS2. For example, children sometimes answer the register in different languages using simple greetings (hello, bonjour, hola, ciao). They also learn about different religions, cultures and celebrations from different countries. This exposes them to foreign traditions across the world. We teach the children about diversity amongst children in their class and how this may be different with themselves. Other examples of celebrations from different countries and cultures we learn about are Diwali and Chinese New Year. We aim to do this to raise the profile of foreign languages and cultures before children begin foreign language learning and so they have a curiosity about other cultures and the world.

Cultural Capital - Depending on where timetabling falls, the following cultural capital elements we aim to cover are:

Years 3 and 4- Christmas nouns and traditions in France, Halloween time in France, Epiphany – The Three Kings, Carnival time, Easter nouns and traditions, where France is, how to get to France, places in France and why learning a language is important, Bastille Day.

Years 5 and 6 - A focus on the town of St Malo (Children visit this town in Year 6 on the French trip), French speaking countries, why learning a language is important, eating out, the French school day, school lunchtimes in France, currency – euros.

Year Group	Block 1	Block 2	Block 3	Block 4
Class 6 (Y3)	<p><u>Welcome to French</u> <i>Introductions to French and France</i></p> <p>To understand where France is located, to identify some major towns and to learn some basic facts about the country and its people.</p> <p>To learn basic greetings/ commonly used conversational language:</p>	<p><u>The Calendar</u> <i>Recognising and writing a date</i></p> <p>Numbers 1-20 Days of the week Months of the year</p>	<p><u>Introducing Me</u> <i>Extension of Block 1 where students can add more information about themselves.</i></p> <p>Feelings: an extension of how you are feeling today to other feelings using Je suis or J’ai and adjectives. Using adjectives to talk about how you feel-Je, tu.</p>	<p><u>Welcome to School</u> <i>An introduction to classroom language.</i></p> <p>Understanding Classroom instructions. Speaking to my teacher in French. Decoding French through cognates.</p>

	<p>Greetings-different words for hello and goodbye.</p> <p>Asking and saying how you feel today.</p> <p>Asking someone's name and giving your name- <u>Name-je</u></p> <p>Numbers 1-10</p> <p>Learning the names of some colours -C'est</p>	<p>Dates- how to write the date and understand a written or spoken date.</p>	<p>Some use of adjective spelling change due to gender.</p> <p>Asking someone's age and giving an age, using Numbers 1-20 J'ai</p> <p>Ane Extension of Colours: New colours and the addition of opinion phrases... I like J'aime Je n'aime pas Ma couleur préférée c'est</p> <p>Asking where someone lives and saying where you live? J'habite à.... Où habites-tu?</p>	<p>Understanding why it is important to learn another language.</p> <p>General conversation- Rounding up the year's work: greetings, feelings, colours, age, where they live.</p>
<p>Class 7 (Y3/4 Mixed)</p>	<p><u>About Me</u> <i>This unit will briefly recap the work from Year 3 for the students entering this class who will not be following the Class 6 Scheme of work. It will also extend knowledge by adding birthdays and adding higher numbers to 31.</i> General conversation: Greetings, name, how you feel, where you live. Favourite colour</p> <p>Numbers 1-31 (recall of numbers 1-20)</p> <p>Birthdays Mon anniversaire</p>	<p><u>My Family</u> <i>This unit builds on the use of adjectives from Year 3, and reinforces the grammatical concept of genders and how adjectives change spelling depending on who they are describing. Introduction of third person verb use- Il/ Elle.</i></p> <p>Family members</p> <p>Recognition of the possessive adjectives my: mon/ ma/ mes.</p> <p>Further use of the verb avoir (to have) to third person: J'ai, Je n'ai pas de.</p>	<p><u>At School</u> <i>This unit revisits the area of school. Vocabulary acquisition expands to being able to say what items are in your pencil case, and what items you see in a classroom. The grammatical concepts of determiners are examined. The different words for the determiner, A; as well as the different words for the determiner, The. Including plural determiner for some. The concept of gender will be once again be encountered.</i></p> <p>Items in a pencil case.</p> <p>The determiner, A: un/une/des.</p>	<p><u>Animals at the Zoo</u> <i>This unit meets the animals students will see at the Zoo when on their French trip. Again, this unit builds on the other three unit by reinforcing the concept of gender and the determiners met in the previous unit. This time, there will be a focus on colours and describing the animals using colours as adjectives. Understanding that adjectives agree with the gender of the noun being described and also follow the noun in word order.</i></p> <p>Zoo animal nouns</p> <p>Parts of the face nouns</p>

	<p>Quelle est la date de ton anniversaire?- Recap of months of the year.</p> <p>Assessment: General conversation</p>	<p>Il a Elle a (He has ...She has...)</p> <p>Third person use of names : Il s'appelle/elle s'appelle</p> <p>Description of age/hair/eyes- new adjectives Introduction of adjectives in a sentence. Colour, length.</p> <p>Personality- adjectives and parts of the verb être (to b e) Je suis Je ne suis pas (I am, I am not)</p> <p>Il est, elle est (He is, She is..) Introduction of idea and masculine and feminine (gender)</p> <p>Introduction to intensifiers to say how much someone is of a personality.</p> <p>Assessment: Describe a picture/photo in writing</p>	<p>What you see around a Classroom.</p> <p>The determiner, The: le, la, les, l'</p> <p>Using the determiners</p> <p>Making words plural</p> <p>Swapping determiners – swapping the for a and vice versa.</p> <p>Finding words French nouns in a bilingual dictionary and identifying the gender.</p> <p>Assessment: Grammar and listening.</p>	<p>Parts of the body nouns</p> <p>Numbers as determiners/plurals</p> <p>Using colours as adjectives- word order and spelling change.</p> <p>Describing animals- verb, determiner, body part, colour</p> <p>Avoir – J'ai, Il a, Elle a,</p> <p>Assessment: Reading understanding descriptive sentences about zoo animals.</p>
<p>Class 8 (Y4)</p>	<p><u>More About Me</u> <i>This unit will build on the conversation work from Classes 6 and 7 (for those from class 7 it will be a consolidation of information previously covered), and will expand information about themselves.</i> General conversation:</p>	<p><u>Fruit and Vegetables</u> <i>This unit focuses on nouns and determiners. We examine how to identify new words via cognates (revisited from classes 6 and 7), and via the use of a bilingual dictionary. The grammatical concepts of determiners are examined. The different words for the determiner, A; as well as the different words for the determiner,</i></p>	<p><u>Role Plays</u> <i>This unit continues to examine nouns, how to find nouns in a dictionary, how to identify their gender, how to apply the determiners A and The. We look at how to use numbers as determiners. Students extend their noun knowledge to a short phrase, using key verbs such as J'ai (I have), Je suis (I am) and Je voudrais (I would like). These phrases a</i></p>	<p><u>Monstre à Paris</u> <i>This unit builds on the use of adjectives from Year 3, and reinforces the grammatical concept of genders and nouns. Students will see how you can expand a noun phrase with the use of an adjective and how adjectives change spelling depending on who they are describing. Introduction of third person verb use- Il/ Elle with avoir and être.</i></p>

<p>Greetings, name, how you feel, age, where you live, favourite colour.</p> <p>Numbers 1-31 (recall of numbers 1-20) Birthday Mon anniversaire Quelle est la date de ton anniversaire?- Recap of months of the year.</p> <p>Family members</p> <p>Likes and dislikes and cognates</p> <p>Revision</p> <p>Assessment – Conversation and Phonics.</p> <p>Halloween and Dictionary work</p>	<p><i>The. Including plural determiner for some. The concept of gender will once again be encountered.</i></p> <p>Items of Fruit The determiner, A: un/une/des.</p> <p>Items of Vegetables The determiner, The: le, la, les, l'</p> <p>Using the determiners</p> <p>Making words plural</p> <p>Using the determiner and swapping determiners – swapping the for a and vice versa.</p> <p>Finding words French nouns in a bilingual dictionary and identifying the gender.</p> <p>Assessment: Grammar, reading and phonics.</p> <p>Food at Christmastime in France,</p>	<p><i>re applied to real life situations, which would be useful during the French Trip in Year 6.</i></p> <p>Au marché- Ordering fruit and vegetables politely at the market. Use of Je voudrais.</p> <p>Chez le médecin – saying what hurts at the doctors. Parts of the body. How to tell the doctor you are not feeling well and what the problem is. Use of J'ai and Je suis.</p> <p>Assessment: Speaking -role play. Listening – Working out what is being asked for at the market or said to the doctor.</p>	<p><i>Students will watch a children's, French cartoon, A Monster In Paris. From this students will be asked to describe some of the characters: eyes, hair and personality.</i></p> <p>Further use of the verb avoir (to have) to third person: J'ai, Je n'ai pas de. Il a Elle a (He has ...She has...)</p> <p>Third person use of names : Il s'appelle/elle s'appelle</p> <p>Description of age/hair/eyes- new adjectives Introduction of adjectives in a sentence. Colour, length.</p> <p>Personality- adjectives and parts of the verb être (to b e) Je suis Je ne suis pas (I am, I am not)</p> <p>Il est, elle est (He is, She is..) Introduction of idea and masculine and feminine (gender)</p> <p>Introduction to intensifiers to say how much someone is of a personality.</p> <p>Assessment: Writing and phonics.</p>
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<p>Class 9 (Y5)</p>	<p><u>Mon Monstre- My Monster</u> <i>This unit follows on naturally from the Au zoo module, which was covered at the end of Year 4. It also deepens knowledge of nouns, gender, determiners and how colours work as adjectives. In the Au zoo module, we saw students understanding the word placement and order of colours as adjectives. In this unit, students will look deeply at phrase/ sentence structure in order to describe how a monster looks.</i></p> <p>Revision of parts of body and face. Recap of determiners and gender. Examination and implementation of colours as adjectives within sentences. Use of numbers as determiners.</p> <p>Assessment: A written description of a monster and accurate picture of the description.</p>	<p><u>Barnsley-My Town</u> <i>In this unit, students revisit opinion verbs by saying whether they like/ dislike Barnsley. They now begin to extend their sentence by adding reasons on to their opinions, explaining them. Students continue with getting used to conjugating an-er verb but now begin to learn the full paradigm of subject pronouns. Students continue to use adjectives both after and before the noun, in order to give some description of where they live.</i></p> <p>To say whether you like living in Barnsley or not: Extending opinions with reasons</p> <p>To say whether your town is big/small and other BAGS adjectives and more descriptive details</p> <p>Further Subject pronouns: Je, Tu , il, elle, on, nous, vous, ils, elles</p> <p>Conjugation of the full -er verb: habiter and recognise the pattern in order to say and understand who lives where.</p> <p>Use and identify parts of habiter.</p> <p>Use of connectives:</p>	<p><u>St Malo- My Town in France</u> <i>In this unit, students will examine the French town of St. Malo, a town which they will visit on their Year 6 French trip. They will get to know what there is in St. Malo, learning the places in town you can go. They will compare it to Barnsley, saying what there is and what there isn't.</i></p> <p>Places in town.</p> <p>What there is in St Malo</p> <p>What there isn't in Barnsley</p> <p>Where I go in St Malo- aller</p> <p><u>Cultural element</u> St Malo town Christmas</p>	<p><u>Ready for France</u> <i>In this unit, students are preparing for their trip to France. Learning basic role play phrases in order to buy an ice cream or food and drink. They will encounter euros and will learn some higher numbers.</i></p> <p>Ordering an ice-cream</p> <p>In the café</p> <p>Numbers up to 70.</p> <p>Using numbers for Euros</p> <p><u>Cultural element</u> Eating out Easter</p>
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<p>Classes 10 (Y5/6)</p>	<p><u>Nous sommes prêts? Are you ready ?</u> <i>This unit acts as a bridging module for those students who have missed or will miss Class 9 content. It also serves a consolidation unit for those in Year 6, who are off on the French trip this half term. We shall focus on being able to internalise real life transactional phrases, which will help students order/ buy food when they are away on the trip, whether it be this year or next. It will allow them to expand their knowledge of numbers and apply them to understanding the currency of euros and prices.</i></p> <p>Ordering food and drink politely</p> <p>Ordering an ice cream</p> <p>Numbers up to 70.</p> <p>Using numbers for Euros</p> <p>Assessment: Speaking, Role plays.</p>	<p><u>Les Vêtements -Clothes</u> <i>Students consolidate the use of colours when describing clothes. They are also introduced to new adjectives, which don't follow the normal pattern of adjectives. These adjectives describe beauty, age, goodness and size. Students in Year 6 will be able to recap and consolidate how to conjugate an -er verb, for those students in Year 5 this will be their first introduction to subject pronouns and using different parts of a verb. Students will use the verb porter to describe what they and other people are wearing.</i></p> <p>Clothing items</p> <p>Gender</p> <p>Use of colours</p> <p>Extension of sentences with conjunctions</p> <p>New adjectives – BAGS – come before the adjective</p> <p>Revisit Subject pronouns</p> <p>Porter – introductions to -er Conjugation.</p> <p>Assessment: Reading and grammar</p>	<p><u>Le Sport- Sport</u> <i>In this unit, students will use the verb Jouer (to play) to say what sport they and others play. They will revisit opinions in order to express their opinions on sport, and to explain their opinions. They will use adverbs of frequency to say how often they play sport.</i></p> <p>Jouer – er verb conjugation</p> <p>Sport nouns</p> <p>Adverbs of frequency.</p> <p>Opinions with reasons.</p> <p>Assessment: Listening</p>	<p><u>C'est Moi – This is Me</u> <i>In this final unit, students will bring everything they have learnt over the years together to talk and write about themselves. Revisiting previous topics about themselves and providing information about their: name, feelings, age, birthday, where they live, extra detail about where they live, their appearance, personality, their likes/dislikes, clothes they wear and sports they do/ play.</i></p> <p>Answering the following questions :</p> <p>Comment t'appelles- tu ? What is your name ?</p> <p>Comment ça va ? How are you ?</p> <p>Quel âge as-tu ? How old are you ?</p> <p>Où habites-tu ? Where do you live ?</p> <p>Quelle est la date de ton anniversaire ? When is your birthday ?</p> <p>Tu es comment ? What are you like ?</p> <p>Qu'est-ce que tu aimes ? What do you like ?</p>
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<p>Class 11 (Y6)</p>	<p><u>Nous sommes prêts? Are you ready ?</u> <i>This unit acts as a bridging module for those students who have missed Class 9 content. It also serves a consolidation unit for those in Year 6, who are off on the French trip this half term. We shall focus on being able to internalise real life transactional phrases, which will help students order/ buy food when they are away on the trip, whether it be this year or next. It will allow them to expand their knowledge of numbers and apply them to understanding the currency of euros and prices.</i></p> <p>Ordering food and drink politely</p> <p>Ordering an ice cream</p> <p>Numbers up to 70.</p> <p>Using numbers for Euros</p> <p>Assessment: Speaking, Role plays.</p>	<p><u>Back To School</u> <i>In this unit students will use their bilingual dictionaries to find words for school subjects. They will expand their opinion phrases from I like/ I dislike to I love/I hate/ My favourite school subject is. They will give reasons to their opinions on school. They will conjugate the -er verb, étudier- to say what they study. They will add adverbs of time to say when they study a subject.</i></p> <p>Names of school subjects</p> <p>Opinions – I like/ dislike Extend to I love/ I hate/ My favourite subject is.</p> <p>Use of parce que c'est to explain why you like a subject or don't.</p> <p>Adjectives to explain opinions.</p> <p>Conjugation of another -er verb , étudier (to study)</p>	<p><u>Hobbies</u> <i>In this unit, students should confidently be able to explain which hobbies they do and explain why they do them. They will continue to use adverbs of time to say when they do their hobby. Students will also be able to recognise and say weather phrases, and will use them in a complex structure to explain which hobby they do or don't do in certain weather situations.</i></p> <p>What you like/ dislike doing and explaining why.</p> <p>Adverbs of time: Saying when you do something.</p> <p>Saying what the weather and what you do in certain weather.</p> <p>Complex structures, using quand (when) to say when the weather is...what you do.</p>	<p><u>Can I write 90 words all about me?</u> <i>In this final unit, students will bring everything they have learnt over the years together to talk and write about themselves. Revisiting previous topics about themselves and providing information about their: name, feelings, age, birthday, where they live, extra detail about where they live, their appearance, personality, School subjects likes/ dislikes and hobbies. Answering the following questions :</i></p> <p>Comment t'appelles- tu ? What is your name ?</p> <p>Comment ça va ? How are you ?</p> <p>Quel âge as-tu ? How old are you ?</p> <p>Où habites-tu ? Where do you live ?</p> <p>Quelle est la date de ton anniversaire ? When is your birthday ?</p> <p>Tu es comment ?</p>

		Adverbs of time – revisit of days of the week, times of the day- morning/ afternoon		What are you like ? Qu'est-ce que tu aimes ? What do you like ? Quelle est ta matière préférée ? What is your favourite subject? Qu'est-ce que tu fais comes passe-temps? What hobbies do you do?
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