MFL LTP 2026-2027

	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6
Year 3	**Phonics Lesson 1** **Greetings** In this unit pupils will learn the vocabulary for basic greetings enabling the pupils to participate in a short oral conversation by the end of the unit.	**I am learning French** By the end of the unit pupils will have the knowledge and skills to be able to introduce themselves, say how they feel and have a wider appreciation for the country /countries where French is spoken.	**Colours and Numbers** In this unit pupils will learn to count to 10 as well as learning 10 common colours	**Animals** In this unit pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' . By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	**Fruits** In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.	**Ice Cream** In this unit pupils will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream. By the end of the unit pupils will have the knowledge and skills to take part in a role-play activity where they will order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.
Year 4	**Phonics Lesson 1&2** **Days of the week x1** **Months of the Year x1** **Classroom Instructions x2**	**Presenting myself** By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will	**My family** By the end of this unit pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form. Pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. Pupils will demonstrate an increasing knowledge of grammar and the use of the possessive in	**I am able to…** In this unit pupils will learn 10 familiar activities that they are able or are not able to do. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions	**In the Classroom** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing	**Chez Moi** **(Home)** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about where they live and which rooms they have and do not have in their homes. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary, conjunctions and grammar, demonstrating a growing

		demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.	French to manipulate language, thus starting to create more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.		ability to create independent responses.	ability to create independent responses.
Year 5	**Phonics Lesson 2&3** **Numbers** In this series of 4 lessons pupils will learn numbers 1-100 in the foreign language. Starting with 1-10, then 11-20, 21-31 and finally 10-100, focusing on multiples of 10.	**Do you have a pet?** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.	**The date** Days of the week, months of the year and numbers 1-31 will be introduced, revised and consolidated so, by the end of this unit, pupils will have the knowledge and skills to say the date and when their birthday is.	**Weather** By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.	**Clothes** By the end of this unit pupils will have the knowledge and skills necessary to describe what they are wearing by colour. This is a unit that brings together much of the grammar covered in our Intermediate teaching type (nouns, gender, articles/determiners, plurality, adjectival agreement, 1st person verb conjugation) so that pupils can express what they are wearing in full sentences in different scenarios.	**At the Tea Room** By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.
Year 6	**Phonics Lesson 3&4** **What time is it?** A series of 3 lessons that will teach the pupils how to tell the time. They will learn how to say what time it is using an analogue clock in lessons 1 and 2, and, in lesson 3, they will learn how to express the time using the 24-hour clock.	**At school** In this unit pupils will learn the nouns and definite articles/determiners for 10 school subjects in the foreign language. They will also learn how to conjugate the verb "to study", and will expand their use of opinions. By the end of the unit pupils will have the knowledge and skills to talk about the subjects they like and dislike at school (along with a justification) and at what time/day they study various subjects. This will enable pupils to create more detailed and personalised responses by the end of the unit.	**Around Town** In this unit pupils will learn the nouns and definite articles/determiners for 10 places around a town. They will learn how to navigate around the town using directions and prepositions to indicate the exact position of a place in relation to another. Pupils will build towards performing an extended role-play in pairs acting as the tour guide and a tourist asking and answering	**Habitats (Progressive)** By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about various plants and animals that live in five very different habitats. Pupils will also learn the language necessary so they can detail the specific adaptations of each animal so it can thrive in its habitat.	**The Weekend** In this unit pupils will learn 10 phrases for activities they may do at the weekend. They will also be presented with further extension on telling the time and opinions/justifications. Pupils will have the knowledge and skills to talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.	**Healthy Lifestyles** In this unit pupils will learn the nouns and articles/determiners for 10 'healthy' and 10 'less healthy' foods, along with the 1st person singular conjugation of the high frequency verbs 'to eat' and 'to drink'. By the end of this unit pupils will be able to say what they eat and do not eat, and drink and do not drink to stay healthy. They will also learn the language for a variety of physical activities and will be presented with a healthy recipe. Pupils will be able to

			where places are in the town.			create more detailed and personalised responses by the end of this unit.