

MFL Polish – Long term planning Year 3-4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>This is the introductory unit. Pupils will discuss where Poland is located, learn to greet each other and ask simple questions about name and wellbeing. They will study numbers 1 – 10. There will be a strong emphasis on the correct pronunciation of key sounds in Polish.</p>	<p>Unit 2 builds on the learning from Unit 1 and the emphasis is still on mastering the correct phonic sounds. New structures and vocabulary will be introduced to enable pupils to talk about simple things, such as emotions, their ages and day of the week. Pupils will also learn about Christmas celebrations in Poland</p>	<p>Unit 3 builds on the learning from Units 1 and 2 and the emphasis is still on mastering the correct phonic sounds. New structures and vocabulary (months of the year) will be to talk about their birthdays. Children will learn colours and ask answer question what colour is it.</p>	<p>In this Unit pupils will become familiar with the parts of the body. Songs and games will be used to help pupils to memorise phrases and to move the learning from their short-term to their long-term memory. Pupils will also find out how Easter is celebrated in Poland</p>	<p>In this Unit, pupils will be introduced to the key vocabulary needed to describe their family. Pupils will create family trees.</p>	<p>This Unit will read Dear Zoo book and focus on animal names and will introduce adjectives to describe animals.</p>

MFL Polish – Long term planning Years 5

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This unit will focus on revisiting vocabulary taught previously.	In this Unit, pupils will be introduced to the key vocabulary needed to describe their family . Pupils will create family trees.	This Unit will read Dear Zoo book and focus on animal names and will introduce adjectives to describe animals. Children will be introduced to short positive and negative phrases. This is/this is not	Number 1-10 will be revisited and numbers 10-20 will be taught. In this unit pupils will look at vocabulary for clothing and use already learnt vocabulary (colours) to describe clothes.	In this unit, days of the week will be revisited and we will read. The very hungry caterpillar. The focus will be on food (fruit and other common food). Pupils will learn to express their likes and dislikes.	In this Unit, pupils will learn weather vocabulary . Using simple sentences pupils will create weather reports.

MFL Polish – Long term planning Years 6

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This unit will focus on revisiting vocabulary taught previously.	In this Unit, pupils will revisit weather vocabulary . Using simple sentences pupils will create weather reports.	This Unit will focus on season and will use vocabulary learn in the previous units to express their likes/dislikes about seasons/weather and give simple reasons.	This unit will explore places around the town . Children asking and answering ' where are you going? ' question.	This Unit will focus on transport in Polish. Children will be learning to say how the are travelling.	In this unit positional language will be taught as well as asking for directions and giving directions.

KS2 SCHEME OF WORK - OVERVIEW OF CONTENT

YEAR 3/4

AUTUMN TERM		SPRING TERM		SUMMER TERM	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Greetings Saying how you feel Numbers 1-10 Days of the week Feelings Christmas greetings/vocabulary	Verb to be Noun and adjective suffix agreement	Months of the year Colours Parts of the body	Changing the ending of nouns for months	Family Animals Adjectives to describe animals	This is – To jest Possessive adjectives – moja/moj/moje/moi
STRUCTURES/FEATURES	PHONICS	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Simple sentence/ question My name is/What is your name/How old are you Questions about age/feelings	Introduction to the sounds of Polish	My birthday is ... My favourite ...	Polish alphabet Cz/sz/w/j/	Simple sentence – 1st and 2nd person singular + verb+ adverb Introduction to gender of nouns/verbs	ń/ś/ć
STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
Number song Days of the week song Christmas song (To Mikolaj)	Basic information about Poland Christmas traditions	Months song Colour song Head and shoulders song Easter song	Easter traditions	Baby shark My family song Dear Zoo	Bi-lingual dictionary – Meanings

YEAR 5

AUTUMN TERM		SPRING TERM		SUMMER TERM	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Revisit vocabulary from last year (greetings, feelings, days, months, and colours) Family	Family This is – To jest Possessive adjectives – moja/moj/moje/moi	Animals Adjectives to describe animals Numbers 10-20 Clothing	Famine and Masculine Adjective and noun agreement	Food Weather	Plurals My favourite
STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Sentence with pronoun, verb and singular/plural nouns Agreement of possessive adjectives	Revisit sounds learnt in previous year Cz/sh/w/j	This is/This is not Is this ? Using adjectives to describe	Nasal vowels – e/ a	Short positive and negative sentences Simple sentence - I like/I don't like Simple question Do you like?	Revisit all the learnt sounds
STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
My Family song My family song Christmas Celebrations	Christmas vocabulary	Easter traditions Easter Song Dear Zoo	Bi-lingual dictionary – gender of nouns Spring celebrations	Weather song Seasons poem/song The very hungry caterpillar	Bi-lingual dictionary – meanings, gender and nouns in plural Traditional songs and game

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YEAR 6

AUTUMN TERM		SPRING TERM		SUMMER TERM	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Revisit vocabulary from last year (greetings, feelings, days, months, and colours) Weather		Seasons Adjectives to describe weather Places around the town	Famine and Masculine Adjective and noun agreement	Transport Positional language Give directions	Changing suffixes
STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Sentence with pronoun, verb and singular/plural nouns Agreement of possessive adjectives	Revisit sounds learnt in previous year Cz/sh/w/j	I like/ don't like and give reasons	Rz/z	Excuse me, where is? It is straight on/on the left/on the right/ in front of/behind. Continue straight on/turn left/right	Revisit all the learnt sounds
STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE

Christmas Celebrations Weather song Seasons poem/song	Christmas vocabulary St. Andrew's Day	Easter traditions/Easter vocabulary Easter Song Seasons poem/song	Bi-lingual dictionary – gender of nouns Spring celebration	Traditional songs and rhymes	Bi-lingual dictionary – meanings, gender and nouns in plural
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KS2 MFL Programme of Study Objectives. Pupil will be taught to:	By the end of year 3 Pupils:	By the end of year 4 Pupil:	By the end of year 5 Pupils:	By the end of year 6 Pupils:
Listen attentively and show understanding by joining in and responding; appreciate stories, songs, poems and rhymes in the language.	Can understand and respond to a few familiar spoken words and short phrases, spoken slowly and clearly	Can understand and respond to a range of familiar spoken words and short phrases.	Can understand the main points of a short spoken passage made up of a few familiar words and phrases, delivered slowly and clearly.	Can understand a short spoken passage made up of familiar words and basic phrases concerning self, people, places or simple actions when people speak slowly and clearly.
	Can follow and repeat key words from a song, rhyme or poem.	Can join in the re-telling / playing of a familiar story, song, rhyme or poem using gestures or by saying key words and phrases.	Can join in with familiar short songs, rhymes or poems, or parts of them.	Can produce from memory familiar short sections of known stories, songs, rhymes and poems when listening to the source material.
Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words	Can recall key phonics words (and gestures), and say them aloud with good pronunciation.	Can recognise key sounds and words.	Can write high-frequency familiar words from his/her oral vocabulary when she/he hears them spoken slowly and clearly.	Can write individual words accurately, building them from written syllables.
Engage in conversations; ask and answer questions; express opinions and respond to those of others	Can repeat simple question and answer.	Can ask and answer simple pre-learned questions from memory.	Can rehearse and perform short role plays drawing on one topic, with several exchanges and secure pronunciation.	Can ask and answer simple questions on the current topic.
Speak in sentences, using familiar vocabulary, phrases and basic language structures Present ideas and information orally to a range of audiences	Can repeat and say familiar words and short simple phrases, using understandable pronunciation.	Can produce short pre-prepared phrases on a familiar topic, with secure pronunciation.	Can produce some short phrases within a familiar topic, with good pronunciation.	Can use simple phrases and sentences independently to describe people and

				animals, with good pronunciation.
Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Can read aloud some very familiar words and short phrases with accurate pronunciation.	Can match sound to print, by reading aloud familiar words and phrases.	Can read short phrases accurately that contain mostly familiar language.	Can read words and phrases from his/her oral vocabulary (as well as some new words) aloud with understandable pronunciation, applying phonics knowledge.
Read carefully and show understanding of words, phrases and simple writing	Can understand some familiar written words	Can read and understand some familiar written words and phrases.	Can read and understand a range of familiar written phrases.	Can understand familiar words and simple sentences
Adapt phrases to create new sentences to express ideas clearly, describing people, places, things and actions orally and in writing	Can, with support, substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	Can substitute one element in a simple phrase or sentence to vary the meaning. e.g. the colour adjective or the noun.	Can change a range of single elements in sentences to create new sentences. (e.g. change the noun or adjective or verb or qualifier)	Can write sentences on a few topics using, e.g. a model, a writing frame, sentence starters.