

MFL Polish – Long term planning Year 3

Autumn	Spring	Summer
<p>Unit 1 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 days of the week.</p> <p>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.</p> <p>New structures and vocabulary (months of the year) will be introduced. Children will learn colours and ask answer question what colour is it.</p> <p>Pupils will also find out how Easter is celebrated in Poland.</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.</p>

MFL Polish – Long term planning Year 4

Autumn	Spring	Summer
<p>At the beginning of the year focus will be on revisiting vocabulary taught previously.</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>Children will learn about Polish traditions and festivals like St Andrew’s Day and Christmas.</p>	<p>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.</p> <p>Pupils will also find out how Easter is celebrated in Poland.</p>	<p>In this Unit we will read Dear Zoo book and focus on animal names. Children will be introduced to short positive and negative phrases. This is/this is not</p>

MFL Polish – Long term planning Years 5

Autumn 1	Spring 1	Summer 1
<p>At the beginning of the year focus will be on revisiting vocabulary taught previously.</p> <p>This Unit will read Dear Zoo book and focus on animal names and will introduce adjectives to describe animals</p> <p>Children will learn about Polish traditions and festivals like St Andrew’s Day and Christmas.</p>	<p>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). Focus will be on plurals and sentence structure taught will be: I have.</p> <p>Pupils will also find out how Easter is celebrated in Poland.</p>	<p>In this Unit, pupils will learn weather vocabulary. Using simple sentences pupils will create weather reports.</p>

MFL Polish – Long term planning Years 6

Autumn 1	Spring 1	Summer 1
<p>This unit will focus on revisiting vocabulary taught previously.</p> <p>In this Unit, pupils will learn weather vocabulary. Using simple sentences pupils will create weather reports.</p> <p>Children will learn about Polish traditions and festivals like St Andrew’s Day and Christmas.</p>	<p>This unit will explore places around the town. Children asking and answering ‘where are you going?’ question.</p> <p>Pupils will also find out how Easter is celebrated in Poland.</p>	<p>In this unit positional language will be taught as well as asking and giving directions.</p>

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	Changing the ending of nouns for months	Body parts	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/	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	Head shoulders song	Bi-lingual dictionary – Meanings

YEAR 4

AUTUMN TERM		SPRING TERM		SUMMER TERM	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Family members	Masculine feminine Possessive adjectives – moja/moj/moje/moi	Colours Clothing	Noun and adjective agreement	Animal names	This is/This is not – To jest
STRUCTURES/FEATURES	PHONICS	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
This is – To jest Agreement of possessive adjectives	Introduction to the sounds of Polish	My birthday is ... My favourite ...	Polish alphabet Cz/sz/w/j/	Introduction to gender of nouns/verbs	ń/ś/ć
STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE	STORIES/RHYMES/SONGS	DICTIONARY/CULTURE
Encanto family Christmas song (To Mikolaj)	Basic information about Poland Christmas traditions	Colour song Easter song	Easter traditions	Weather song Seasons poem/song	Bi-lingual dictionary – Meanings

YEAR 5

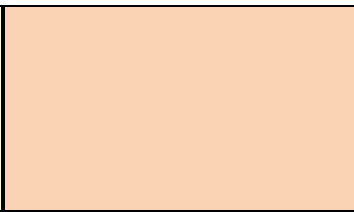
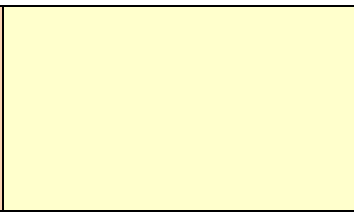
AUTUMN TERM		SPRING TERM		SUMMER TERM	
VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR	VOCABULARY	GRAMMAR
Revisit vocabulary from last year (greetings, feelings, days, months, and colours) Animal names and adjectives	Noun and adjective gender agreement	Days of the week Food	Famine and Masculine Adjective and noun agreement	Weather	Plurals My favourite
STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES	STRUCTURES/FEATURES	PHONICS - GRAPHEMES
Sentence with pronoun, verb and singular/plural nouns	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 – It is cold/hot/raining... Simple question What is the weather like today?	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 The very hungry caterpillar	Bi-lingual dictionary – gender of nouns Spring celebrations	Weather song Seasons poem/song	Bi-lingual dictionary – meanings, gender and nouns in plural Traditional songs and game

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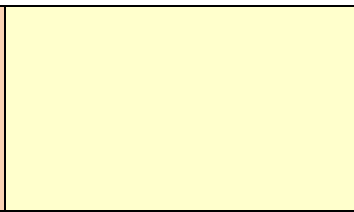
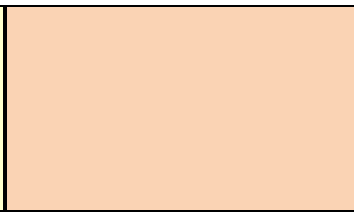
YEAR 6

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 Places around the town	Famine and Masculine Adjective and noun agreement Changing suffixes	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	Where are you going	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	Christmas vocabulary St. Andrew's Day	Easter traditions/Easter vocabulary Easter Song	Bi-lingual dictionary – gender of nouns	Traditional songs and rhymes	Bi-lingual dictionary – meanings, gender and nouns in plural

Seasons poem/song



Spring celebration



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	Can repeat and say familiar words and short simple phrases,	Can produce short pre-prepared phrases on a familiar	Can produce some short phrases within	Can use simple phrases and sentences independently to

Present ideas and information orally to a range of audiences	using understandable pronunciation.	topic, with secure pronunciation.	a familiar topic, with good pronunciation.	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.

Broadbent Fold MFL -Polish Suggested Key Learning Descriptors for KS2 Year Groups – 3 levels

Level	Year 3	Year 4	Year 5	Year 6
Emerging	<ul style="list-style-type: none"> • Listen and recognise some vocabulary • Repeat some vocabulary • Join in with some actions in songs, stories and rhymes • Recognise and copy some written words 	<ul style="list-style-type: none"> • Listen and recognise key vocabulary in a simple sentence • Say a simple sentence with support • Answer a familiar question • Joins in with some words from a song, story or rhyme • Reads and recognises key vocabulary of simple sentence • Write familiar words using a model 	<ul style="list-style-type: none"> • Listen and understand key meaning of a more complex sentence • Respond to some familiar questions with support • Join in with the words of song, story or rhyme • Say, read and write a more complex sentence with support 	<ul style="list-style-type: none"> • Listen, understand, say and write a more complex sentence with support if necessary • Ask and answer several questions with support • Follow and read aloud text of familiar songs, stories and rhymes • Read aloud familiar words in sentences
Expected	<ul style="list-style-type: none"> • Listen and recognise most of vocabulary encountered • Recognise a familiar question and respond • Say a simple sentence • Join in with actions of songs, stories and rhymes and say some words • Read, recognise and say aloud familiar words • Write familiar words using a model 	<ul style="list-style-type: none"> • Listen and understand a simple sentence • Ask and answer familiar questions with support • Use familiar vocabulary to say simple sentences • Join in with the words of a song, rhyme, story sometimes from memory • Say sound of some letter strings • Read aloud simple sentences • Find meanings in a bi-lingual dictionary • Read and write a simple sentence using a model 	<ul style="list-style-type: none"> • Listen and understand a more complex sentence • Ask and answer a variety of questions with support • Manipulate vocabulary to say a more complex sentence positive and negative with support • Follow the text of a familiar song, story or rhyme • Use a bi-lingual dictionary to find the gender of a noun • Read aloud and show understanding of a more complex sentence • Write a simple sentence using a model and some from memory 	<ul style="list-style-type: none"> • Understand and say a complex sentence to present own ideas using a bi-lingual dictionary or similar • Engage in a short conversation using familiar language • Follow and understand a song or story with more complex language • Pronounce some unfamiliar words using phonic knowledge • Read and write familiar complex sentences using a model and some from memory • Show understanding of key grammar concepts encountered

<p>Exceeding (Expected +)</p>	<ul style="list-style-type: none"> • Produce a simple sentence manipulating vocabulary • Identify rhyming words and sounds in a song or rhyme • Say a rhyme or sing a song from memory • Name some letter strings for sounds • Explain a strategy to memorise new vocabulary • Say, read and write confidently almost all vocabulary encountered including some more memory 	<ul style="list-style-type: none"> • Produce confidently a sentence negative and positive with an indefinite article, noun and adjective, high frequency verb • Ask familiar questions and answers confidently • Read familiar sentences confidently using phonic knowledge and silent letter rules • Write simple sentences from memory with accuracy • Demonstrate understanding of plural nouns 	<ul style="list-style-type: none"> • Produce confidently a more complex sentence including e.g. positive, negative, noun, pronoun adjectives, verb, adverbial phrase, definite/indefinite article • Ask and answer confidently a variety of questions • Apply phonic knowledge to read aloud unfamiliar words • Write complex sentences from memory with accuracy • Apply the rules of adjectival agreement with accuracy 	<ul style="list-style-type: none"> • Engage in a short conversation without support • Understand the gist of a simple unfamiliar text; maybe using a dictionary • Read aloud confidently unfamiliar words with a high degree of accuracy • Apply an excellent understanding of key grammar concepts encountered in speaking and writing
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Speaking and listening objectives
 Reading and writing objectives
 Songs, stories and rhymes
 Grammar objectives