

Modern Foreign Languages



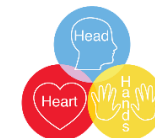
Know more, remember more



Know yourself, grow yourself

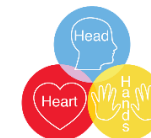


Use your learning, develop your skills



Curriculum overview

Year		Autumn	Spring	Summer
2	Strand			Introduction to French
				- Where is France? - Greetings and numbers to 5/10
3	Strand	Basic French	Time	Football
	Termly Focus	- All about France, where it is and how to get there - Greetings - Classroom commands - Numbers to 20	- Days of the week - Months of the year - French story telling - Jacques Le Gourmand (recap days of the week and numbers to 20)	- French football teams - Recap numbers to 20
4	Strand	Basic French	Animals	Weather
	Termly Focus	- Daily routine (recap days) - Alphabet - Age (recapping numbers to 20)	- All about France – festivals and months (recap) - Animals – story telling - Colours	- Numbers to 40 - Points of the compass - Weather
5 (Cycle A)	Strand	Countries	Food	Family
	Termly Focus	- Countries that border France - Colours (recap – colours book)	- Food and opinions - Party Menu - Birthdays in France and questions (recap numbers to 40, months, days and age)	- Family and questions - Bastille Day - Clothes
6 (Cycle B)	Strand	School	Space	Transport
	Termly Focus	- School subjects - Opinions (recap) - School timetable - Numbers to 50	- Planets - Parts of the body/draw an alien (Lulu book)	- Modes of Transport - Tour de France



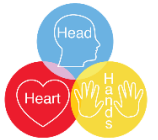
MFL stands for modern foreign languages and that is all languages in the world that we speak now

French is a modern language.

In MFL, there **must** be a balance between speaking, listening, reading and writing, as well as focusing on cultural lessons. The cultural lessons are in the application of skills in each unit (purple section). However, when acquiring language, there must be the balance between all 4 of the key skills (speaking, listening, reading and writing) so that the children are confident in all of these areas. In the table below are some suggested activities for each area that can be easily adapted for any vocabulary the children are focusing on.

It is okay to repeat the activities, as the children become more confident as they become more familiar with the activities. However, there does need to be a variety so the children are thinking flexibly when it comes to acquiring vocabulary.

Suggested Speaking Activities	Suggested Listening Activities	Suggested Reading Activities	Suggested Writing Activities
Rote play (photo evidence)	Record words/phrases on the board for children to write answers in books	Reading French stories	Labelling pictures
Scripted conversations (photo evidence)	Lotto (French version of bingo)	Reading captions	Writing captions
Songs	Active games where children run to the vocabulary in the hall or on the playground (photo evidence)	Reading sentences	Writing small paragraphs
Simon dit/traverse le pont de... (children giving instructions to other children, photo evidence)	Simon dit/traverse le pont de... (children following instructions, photo evidence)	Reading small paragraphs	Fill the gaps in sentences
		Matching sentences to pictures	Finish the sentence stems
		Hangman	Create own French stories
		Snap!	

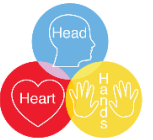


MFL (Year 2) Strand of learning – Introduction to French

Strand of learning: Introduction to French		
<p>Summer</p> <p><u>National Curriculum links:</u></p> <p>N/A</p>	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> Pupils know that France is in Europe Pupils know that in France they speak French Pupils know that there are lots of different languages spoken around the world</p> <p><u>Speaking:</u> They can say the numbers to 5 with support They can say hello, goodbye, how are you, I'm good and thank you</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French</p> <p><u>Writing:</u> None</p> <p><u>Reading:</u> None</p> <p><u>Grammar:</u> None</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p>
<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1:</u> France is a country in Europe In France, they speak French.</p> <p><u>Lesson 2:</u> Bonjour = Hello Salut = Hi Ça va? = How are you? Ça va bien = I'm good Ça va mal = I'm bad Comme si, comme ça = I'm okay Merci = Thanks Au revoir = Goodbye</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u> Pupils know that there are other countries that speak French</p> <p><u>Speaking:</u> They can say numbers to 5 independently They can say the numbers to 10 with support They can say hi, I'm bad, I'm okay</p> <p><u>Reading:</u> Children can match French spellings of numbers to digits</p> <p><u>Writing:</u> None</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u></p> <ul style="list-style-type: none"> - Find France on a map of Europe - Look at bordering countries.



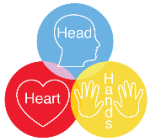
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	<p><u>Lesson 3:</u> Un = 1 Deux = 2 Trois = 3 Quatre = 4 Cinq = 5 Six = 6 Sept = 7 Huit = 8 Neuf = 9 Dix = 10</p>		<ul style="list-style-type: none">- Look at ways to get there- Look at Paris and its main attractions <p><u>Lesson 2 and 3 suggestions:</u> Please see suggestions above.</p>
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MFL (Year 3) Strand of learning – Basic French, time and football.

Strand of learning: Cultural Understanding and Language Acquisition			
Autumn	<p>National Curriculum links:</p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Skills developed in this unit:</p> <p><u>Culture:</u> Pupils can recognise where France is in relation to England Pupils recognise that English is not the only language spoken in the world</p> <p><u>Speaking:</u> Pupils can say the numbers to 10 independently Pupils can say the numbers to 11-20 with support Pupils can say hello, goodbye, how are you, I'm good and thank you Pupils can say the days of the week</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple phrases with support</p> <p><u>Reading:</u> Pupils can match written numbers to digits Pupils can read words Pupils can read phrases with support</p> <p><u>Grammar:</u> None</p>	<p>Background Crucial Knowledge for this unit:</p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 5</p> <p>Hello, how are you, goodbye</p>
	<p>Crucial Knowledge for individual lessons:</p> <p><u>Lesson 1:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u> France is a country in Europe In France, they speak French You can get to France on a plane, boat or train, as it is quite far away</p>	<p>Extended Crucial Knowledge for this unit:</p> <p><u>Culture:</u> Pupils know that there are other countries that speak French</p> <p><u>Speaking:</u> They can say numbers to 20 independently They can say hi, I'm bad, I'm okay</p>	<p>Application of skills/ proof I have learnt this crucial knowledge:</p> <p>There MUST be a balance between listening, reading, writing and speaking activities.</p>

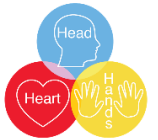


<p><u>Lesson 2:</u> Bonjour = Hello Salut = Hi Ca va? = How are you? Ca va bien = I'm good Ca va mal = I'm bad Comme si, comme ca = I'm okay Merci = Thanks Au revoir = Goodbye</p> <p><u>Lesson 3 and 4 :</u> Recap greetings Asseyez-vous = Sit down Levez-vous = Stand up Écoutez = Listen Écrivez = Write Regardez = Look Restez tranquille = Be quiet</p> <p><u>Lesson 5:</u> Un = 1 Deux = 2 Trois = 3 Quatre = 4 Cinq = 5 Six = 6 Sept = 7 Huit = 8 Neuf = 9 Dix = 10</p> <p><u>Lesson 6:</u> Onze = 11 Douze = 12 Treize = 13 Quatorze = 14 Quinze = 15 Seize = 16 Dix-sept = 17 Dix-huit = 18 Dix-neuf = 19 Vingt = 20</p> <p><u>Post learning document</u></p>	<p><u>Reading:</u> Children can read French spellings of numbers independently Children can read French spellings of greetings independently</p> <p><u>Writing:</u> Children can write familiar words</p>	<p>Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u></p> <ul style="list-style-type: none">- Find France on a map of Europe- Look at bordering countries- Look at ways to get there- Look at how the modes of transport differ in time- Explain the best way to get to France in their opinion- Write a postcard from France explaining how you got there and what you hope to see- Pictures of Paris/London to compare. <p><u>Lesson 2, 3, 4, 5 and 6 suggestions:</u></p> <p>Please see suggestions above.</p>
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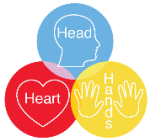
<p>Spring</p>	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> Pupils can recognise that French have stories, just like in England</p> <p><u>Speaking:</u> Pupils can say the numbers to 10 independently Pupils can say the numbers to 11-20 with support Pupils can say hello, goodbye, how are you, I'm good and thank you Pupils can say the days of the week</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple phrases with support</p> <p><u>Reading:</u> Pupils can read the days of the week in the context of a story Pupils can read a simple French story with support and repetition</p> <p><u>Grammar:</u> Le = Masculine La = Feminine Les = Plural</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 10</p> <p>Greetings</p> <p>Classroom Instructions</p>
	<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u> Lundi = Monday Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday</p> <p><u>Lesson 2 and 3:</u> <u>CK : France has stories written in French, just like France</u> Stories involving the days of the week (e.g. Jaques le Gourmand or The Very Hungry Caterpillar)</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u> Pupils name French stories.</p> <p><u>Speaking:</u> Pupils can say days of the week out of order independently Pupils can say months of the years out of order independently</p> <p><u>Reading:</u> Pupils can read days of the week independently Pupils can read months of the years independently</p> <p><u>Writing:</u> Children can write a familiar story using the dictionary to find unfamiliar words</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u></p> <p>Please see suggestions above</p>



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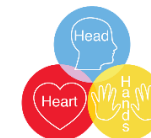
	<p>Recap – Days of the week and numbers to 20</p> <p><u>Lesson 4 :</u> Janvier = January Février = February Mars = March Avril = April Mai = May Juin = June Juillet = July Août = August Septembre = September Octobre = October Novembre = November Décembre = December</p> <p><u>Lesson 5 and 6 :</u> Children recreate story learnt in lessons 2 and 3 but change days of the week to months of the year.</p> <p><u>Post learning document</u></p>		<p><u>Lesson 2 and 3 suggestions:</u> Listen to the story without any pictures. Can the children guess what the story is?</p> <p>Read the story with the pictures – what words are familiar?</p> <p>Choral read with actions.</p> <p>Map out the story T4W style with pictures and key words. Children to talk it through with actions in mixed ability pairs.</p> <p>Children perform the story in front of class or to a younger audience.</p> <p><u>Lesson 4 suggestions:</u> Please see suggestions above</p> <p><u>Lesson 5 and 6 suggestions:</u> Recap the story, using actions. Repeat a few times, reminding children from previous lessons.</p> <p>Using old T4W map, make a new map changing the days of the weeks to months of the years. Children could use dictionaries to find new foods too if confident.</p> <p>Children to map out new story and talk through with actions in mixed ability pairs.</p> <p>Give children time to perform their version of the story.</p>
Summer	<u>National Curriculum links:</u>	<u>Skills developed in this unit:</u>	<u>Background Crucial Knowledge for this unit:</u>



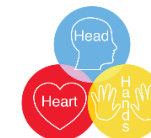
	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><u>Culture:</u> Pupils can recognise that French have football teams, just like in England Pupils recognise that the French football league is established and prestigious Pupils recognise that people learn to speak French when they move there and people speak French as their main language in other countries</p> <p><u>Speaking:</u> Pupils can say the numbers to 10 out of order independently Pupils can say the numbers to 11-20 in order independently</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple phrases with support</p> <p><u>Reading:</u> Pupils can read simple phrases about football using familiar vocabulary</p> <p><u>Grammar:</u> Instructions end in -ez (ay)</p>	<p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Greetings</p> <p>Classroom Instructions</p> <p>Days of the Week</p> <p>Months of the Year</p>
	<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u> France has different football teams, just like England Players come from all around the world to play football in France Not all French speakers are from France</p> <p><u>Lesson 2:</u> Not all French speakers are from France Players come from all around the world to play football in France</p> <p><u>Lesson 3, 4, 5 and 6 :</u> Recap – numbers to 20</p> <p>Football = Le foot Go = Allez</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u> Pupils name French football teams Pupils name French players</p> <p><u>Speaking:</u> Pupils can say specific football instructions using phrases Pupils can say numbers 11-20 out of order</p> <p><u>Reading:</u> Pupils can read short sentences relating to football</p> <p><u>Writing:</u> Pupils can read short sentences relating to football</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u></p> <ul style="list-style-type: none"> - Children to have 3 main French football teams and put them around the room to find information from.



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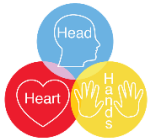


	<p>Pass = Passe Shoot = Tira Goal = But Score = Note To me = A moi Stop = Arrête Here = Ici Ball = Le ballon de foot Football player = Le joueur de foot Football team = l'équipe de foot</p> <p><u>Post learning document</u></p>		<ul style="list-style-type: none">- Children to research French football teams on ipads/laptops and create a poster/presentation- Make top trumps cards of French football players using research from laptops/ipads or information stations <p><u>Lesson 2 suggestions:</u></p> <ul style="list-style-type: none">- Make top trumps cards of French football players using research from laptops/ipads or information stations- Look at French speaking countries and find out their national teams <p><u>Lessons 3, 4, 5 and 6 suggestions:</u></p> <p>Please use suggestions above but ensure children play football outside using the vocabulary they're learning.</p>
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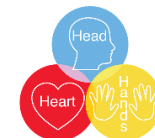
MFL (Year 4) Strand of learning – Basic French, animals and weather

Strand of learning: Cultural Understanding and Language Acquisition		
<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> Pupils understand the alphabet has different sounds in French, which is why French words are said differently.</p> <p><u>Speaking:</u> Pupils can say the numbers to 10 independently Pupils can say the numbers to 11-20 with only some support Pupils can say the days of the week Pupils are beginning to put phrases into sentences with structures and scaffolding to support them Pupils can sing the French alphabet</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple phrases with support Pupils can write some familiar sentences with scaffolding and support</p> <p><u>Reading:</u> Pupils can match written numbers to digits Pupils can read words Pupils can read phrases with support</p> <p><u>Grammar:</u> None</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Hello, how are you, goodbye</p> <p>Days of the week</p> <p>Months of the year</p>
<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u> CK : The alphabet has different sounds in French than English</p> <p><u>Lesson 2, 3 and 4:</u> RECAP : Lundi = Monday</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u></p> <p><u>Speaking:</u> They can say numbers to 20 independently They can speak in sentences with only some support They can say what they do at home, using a dictionary or a teacher to find out specific words</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start</p>



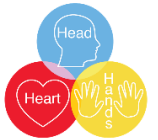
	<p>Mardi = Tuesday Mercredi = Wednesday Jeudi = Thursday Vendredi = Friday Samedi = Saturday Dimanche = Sunday</p> <p>CK :</p> <p>I wake up = je me lève I eat breakfast = je mange le petit-déjeuner I go to school = je vais à l'école I have lessons = j'ai les cours I play = je joue I go home = je rentre à la maison I sleep = je dors</p> <p><u>Lesson 5 and 6:</u> RECAP :</p> <p>Un = 1 Deux = 2 Trois = 3 Quatre = 4 Cinq = 5 Six = 6 Sept = 7 Huit = 8 Neuf = 9 Dix = 10 Onze = 11 Douze = 12 Treize = 13 Quatorze = 14 Quinze = 15 Seize = 16 Dix-sept = 17 Dix-huit = 18 Dix-neuf = 19 Vingt = 20</p> <p>CK : I am ____ years old = j'ai ____ ans.</p> <p><u>Post learning document</u></p>	<p><u>Reading:</u> Children can read French spellings of numbers independently Children can read French spellings of days of the week independently Children can read some routines independently and some with support</p> <p><u>Writing:</u> Children can write familiar words and phrases independently Children can write sentences with only some support Children are beginning to use a dictionary to find out words to make French more personal to them</p>	<p>of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u></p> <ul style="list-style-type: none"> - Alphabet song comparing it to English one - Learn the alphabet through the suggestions above - Je pense un objet qui commence avec... (eye spy game with letters) - Comment ca s'écrit - lots of spelling different words. - American Army marching tune for alphabet <p><u>Lesson 2, 3, 4, 5 and 6 suggestions:</u></p> <p>Please see suggestions above</p>
<p>Spring</p>	<p><u>National Curriculum links:</u></p>	<p><u>Skills developed in this unit:</u></p>	<p><u>Background Crucial Knowledge for this unit:</u></p>

<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p>Culture: Pupils can recognise that French have stories, just like in England</p> <p>Speaking: Pupils can say the numbers to 10 independently Pupils can say the numbers to 11-20 with support Pupils can say hello, goodbye, how are you, I'm good and thank you Pupils can say the days of the week</p> <p>Listening: Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p>Writing: Pupils can write familiar words Pupils can write some simple phrases and sentences with support</p> <p>Reading: Pupils can read the days of the week in the context of a story Pupils can read a simple French story with support and repetition</p> <p>Grammar: Le = Masculine La = Feminine Les = Plural Plurals need an "s" adding on the adjective ending</p>	<p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Greetings</p> <p>Classroom/Football Instructions</p> <p>Days of the week/months of the year</p>
<p>Crucial Knowledge for individual lessons:</p> <p>USE THE STORY UN LION JAUNE (AM has this resource)</p> <p><u>Lesson 1:</u> Cover sheet, knowledge organisers, pre-learning document RECAP : Months of the year.</p> <p>CK : France have some festivals that are different and some that are the same to England.</p> <p><u>Lesson 2 and 3:</u> CK : Lion = Le lion Swan = le cygne Squirrel = l'écureuil</p>	<p>Extended Crucial Knowledge for this unit:</p> <p>Culture: Pupils retell the French story, adding two elements (e.g. different colours and animals) Pupils can explain the differences and similarities between French and English festivals</p> <p>Speaking: Pupils can say animals out of order independently Pupils can say colours out of order independently Pupils can say more animals and colours from memory</p> <p>Reading: Pupils can read animals independently Pupils can read colours independently Pupils can say more animals and colours from memory</p>	<p>Application of skills/ proof I have learnt this crucial knowledge:</p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u></p> <ul style="list-style-type: none"> - Create a calendar of French festivals using information stations or ipads/laptops to research

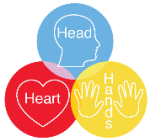


<p>Cockrel = le coq Whale = la baleine Cats = le chat Chamelions = le caméléon Bear = l'ours Crocodile = le crocodile Worm = le ver de terre</p> <p>(Talk about gender – le, la, les, un, une)</p> <p><u>Lesson 4 and 5 :</u> CK : Yellow = jaune White = blanc Grey = gris Blue = bleu Red = rouge Black = noir Purple = violet Brown = brun Green = verts Pink = rose</p> <p>(Good time to talk about adjectives after the noun)</p> <p><u>Lesson 6 :</u> Apply previous CK :</p> <p>Children recreate story learnt in lessons 2 and 3 but change the animals or the animals and colours.using a dictionary for support</p> <p><u>Post learning document</u></p>	<p><u>Writing:</u> Children can write a familiar story using the dictionary to find unfamiliar words Children can add a plural ending on to an adjective.</p>	<ul style="list-style-type: none">- Compare 1 French festival with our own using venn diagrams, tables or factfiles to compare and contrast. Learn about 1 festival which we don't have in England.- Each table research a festival and compare it to an English festival. Discuss as a class and teacher mindmap ideas to photocopy into books. <p><u>Lesson 2 and 3 suggestions:</u></p> <p>Use suggestions above to teach animal vocabulary. Discuss le and la and how French words are gendered.</p> <p>At the end of the lesson, introduce the book un lion jaune to the children. What do they notice? What words are familiar?</p> <p><u>Lesson 4 and 5 suggestions:</u></p> <p>Use suggestions above to teach colours.</p> <p>In lesson 4, introduce the idea that the adjective (colour) comes after the noun (object). Look at the book again. What do we notice goes on the end of the colour when there is more than 1 object?</p> <p><u>Lesson 6 suggestions:</u></p> <p>Recreate the story, SEN/LA – Use the same animals and colours in a different order</p>
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			<p>MA – Change some animals and colours using a dictionary</p> <p>HA – Change all animals and colours, ensuring there is a plural ending on the colour.</p>
<p>Summer</p>	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> None</p> <p><u>Speaking:</u> Pupils can say the numbers to 20 out of order independently Pupils can say the numbers to 21-40 in order independently or with just some support on the numbers that cross over (20, 21, 30, 31, 40)</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple sentences with support and scaffolds</p> <p><u>Reading:</u> Pupils can read simple sentences with pre-taught, familiar vocabulary and grammar rules</p> <p><u>Grammar:</u> Le = Masculine La = Feminine Les = Plural Plurals need an "s" adding on the adjective ending. RECAP: Instructions end in -ez</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Greetings</p> <p>Classroom/Football Instructions</p> <p>Days of the week/months of the year</p> <p>Animals</p> <p>Colours</p>
	<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u></p> <p>RECAP : Numbers to 20 (see above)</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u> None</p> <p><u>Speaking:</u> Pupils can say numbers to 40 independently and out of order</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities.</p>

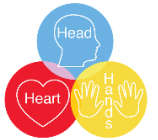


<p><u>Lesson 2 and 3 :</u></p> <p>CK :</p> <p>21 = vingt et un 22 = vingt-deux 23 = vingt-trois 24 = vingt-quatre 25 = vingt-cinq. 26 = vingt-six. 27 = vingt-sept. 28 = vingt-huit. 29 = vingt-neuf 30 = trente</p> <p>31 = trente et un 32 = trente-deux 33 = trente-trois 34 = trente-quatre 35 = trente-cinq 36 = trente-six 37 = trente-sept 38 = trente-huit 39 = trente-neuf 40 = quarante</p> <p><u>Lesson 4 :</u></p> <p>CK :</p> <p>North = le nord East = l'est South = le sud West = l'ouest</p> <p>(recap gender)</p> <p>Walk ___ steps west/east/north/south = Marchez ____ pas vers l'ouest/l'est/le nord/le sud</p> <p><u>Lesson 5 and 6 :</u></p> <p>CK :</p> <p>It is hot = il fait chaud It is cold = il fait froid It is rainy = il pleut It is sunny = il fait du soleil It is windy = il fait du vent It is snowy = il neige It is foggy = il fait du brouillard</p> <p><u>Post learning document</u></p>	<p>Pupils can say north west, north east, south west, south east Pupils can say if the weather is good or bad Pupils can give opinions about the weather</p> <p><u>Reading:</u> Pupils can read short sentences relating numbers and the weather Pupils can look up unfamiliar words in the dictionary</p> <p><u>Writing:</u> Pupils can write short sentences using pre-taught, familiar vocabulary and grammar rules independently Pupils can write short sentences using unfamiliar vocabulary, or grammar rules with support from their teacher, google translate or a dictionary Pupils can begin to express basic opinions, e.g. I like the snow or I dislike rain.</p>	<p>Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u> Please use suggestions above.</p> <p><u>Lesson 2 and 3 suggestions:</u> Please use suggestions above.</p> <p><u>Lesson 4 suggestions:</u></p> <ul style="list-style-type: none">- Please use suggestions above.- Recap gender (le, la, les)- Use of BeeBot mat and compass points to navigate around country (Nord 2, Ouest 1 etc)- Treasure hunt activity, where children must navigate each other around a treasure map (using compass points) to find the buried treasure chest. <p><u>Lesson 5 and 6 suggestions:</u></p> <ul style="list-style-type: none">- Please use suggestions above.- Weather reports using Met office website.- Weather rap – Quel temps fait t'il a Pau?- Use of flip video to record weather broadcasts.- Use of magnetic map of France (Quel temps fait – il a...) placing symbols in correct places
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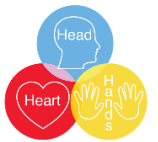


MFL (Year 5) Strand of learning – Countries, food and family.

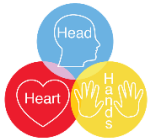
Strand of learning: Cultural Understanding and Language Acquisition		
<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> Pupils understand the alphabet has different sounds in French, which is why French words are said differently.</p> <p><u>Speaking:</u> Pupils can say the numbers to 10 independently Pupils can say the numbers to 11-20 with only some support Pupils can say the days of the week Pupils are beginning to put phrases into sentences with structures and scaffolding to support them Pupils can sing the French alphabet</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple phrases with support Pupils can write some familiar sentences with scaffolding and support</p> <p><u>Reading:</u> Pupils can match written numbers to digits Pupils can read words Pupils can read phrases with support</p> <p><u>Grammar:</u> The ends of adjectives change based on the gender of the noun or plurality.</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Hello, how are you, goodbye</p> <p>Days of the week</p> <p>Months of the year</p> <p>Animals</p> <p>Colours</p>
<p><u>Crucial Knowledge for individual lessons:</u></p> <p>USE THE STORY <u>TOUTES LES COULEURS</u> (AM has this resource)</p> <p><u>Lesson 1 and 2:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u> CK : France borders 8 countries</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u></p> <p><u>Speaking:</u> They can say the Mediterranean sea, the channel, and countries that make up the UK</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start</p>



<p>CK :</p> <p>Belgium = Belgique Luxembourg = Luxembourg Germany = Allemagne Switzerland = Suisse Italy = Italie Monaco = Monaco Spain = Espagne Andorra = Andorre United Kingdom = Royaume-Uni</p> <p><u>Lesson 3:</u> RECAP :</p> <p>Yellow = jaune White = blanc Grey = gris Blue = bleu Red = rouge Black = noir Purple = violet Brown = brun/marron Green = verts Pink = rose</p> <p>(recap adjectives after the noun)</p> <p><u>Lesson 4, 5 and 6 :</u></p> <p>Apply previous colours CK.</p> <p>CK : The ends of adjectives change based on the gender of the noun or plurality.</p> <p>Read Lulu colour book (AM has this resource) and children to write their own story.</p> <p>Grammar to discuss, which applies to the CK :</p> <ol style="list-style-type: none">1) Adjectives after nouns2) Adjective ending changes dependent on the noun being masculine, feminine or plural. <p><u>Post-learning document</u></p>	<p><u>Reading:</u> Children can read French spellings of numbers independently Children can read French spellings of days of the week independently Children can read some routines independently and some with support</p> <p><u>Writing:</u> Children can write familiar words and phrases independently Children can write sentences with only some support Children are beginning to use a dictionary to find out words to make French more personal to them</p>	<p><i>of the document to find some suggested activities.</i></p> <p><u>Lesson 1 suggestions:</u></p> <ul style="list-style-type: none">- Look at map of France and countries that border in English. Colour code on map. Introduce vocabulary in French.- Look at an atlas and children find out the countries that border France to label their blank map. Introduce vocabulary in French. <p><u>Lesson 2 suggestions:</u></p> <p>Please see suggestions above to acquire country vocabulary.</p> <p><u>Lesson 3 suggestions:</u></p> <ul style="list-style-type: none">- Please see suggestions above.- Colouring numbers a certain colour. (listening assessment)- Je pense un objet qui a le couleur... (eye spy game with colours) <p><u>Lesson 4, 5 and 6 suggestions:</u></p> <ul style="list-style-type: none">- Recap adjectives needing plural endings using activities suggested above.- Introduce how adjectives and gender are related.- Give children different objects with genders and different adjectives. Children to create phrases using the objects and adjectives.
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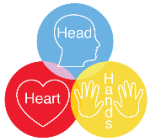


			<ul style="list-style-type: none"> - Read Lulu story – what do we notice about our CK in the story? - Children recreate Lulu story using knowledge learnt, changing parts using a dictionary.
<p>Spring</p> <p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): <i>feminine, masculine and neuter forms</i> and the conjugation of high-frequency verbs; <i>key features and patterns of the language</i>; how to apply these, for instance, to build sentences; and <i>how these differ from or are similar to English</i>. 	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> Pupils can recognise that French have stories, just like in England</p> <p><u>Speaking:</u> Pupils can say learnt food items independently Pupils can say new food items they have looked up with support Pupils can use sentences to state their opinions about food with some scaffolds and supports Pupils can ask someone's age and give their age</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French in sentences Pupils can respond to other children speaking French in sentences Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words and phrases Pupils can write some simple sentences with support</p> <p><u>Reading:</u> Pupils can read individual food items Pupils can read food items and opinions within sentences, building up to small paragraphs</p> <p><u>Grammar:</u> Le = Masculine La = Feminine Les = Plural Plurals need an "s" adding on the adjective ending</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Greetings</p> <p>Classroom/Football Instructions</p> <p>Days of the week/months of the year</p> <p>Animals</p> <p>Colours</p> <p>Countries that border France</p>	
<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1 and 2:</u> CK : Bread = Le pain Cheese = Le fromage</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u> Learn the happy birthday song</p> <p><u>Speaking:</u></p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading,</p>	

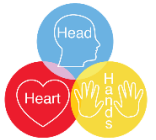


<p>Chicken = Le poulet Ham = Le jambon Chocolate = Le chocolat Burger = Le hamburger Chips = Les frites Crisps = Les chips Sweets = Les bon-bons Cake = Le gâteau Peas = Les petit-pois Carrot = La carotte Apple = La pomme Grapes = Les raisins Banana = La banane Pizza = La pizza Fish = Le poisson</p> <p>NB – The CK above are suggestions ! If you want to change the food items, feel free.</p> <p><u>Lesson 3 and 4:</u> CK : I like = J'aime I dislike = Je n'aime pas I hate = Je déteste I love = J'adore</p> <p>+ food from above</p> <p><u>Lesson 5:</u> CK : Birthday = l'anniversaire Happy Birthday = Joyeux Anniversaire Age = âge How old are you ? = Quelle âge as-tu ? I am ___ years old = J'ai __ ans Numbers to 40 (RECAP : See Year 4 summer) Months (RECAP : See Year 3 Spring)</p> <p><u>Lesson 6 :</u> Apply: Plan/design a birthday party and menu/buffet</p>	<p>Pupils can give opinions on food with little/no support Pupils can recall all food vocabulary with little/no support Pupils can recall food vocabulary they have independently found with little/no support Pupils are beginning to use adjectives (colours from previous knowledge or flavour from the dictionary/wordat) to describe food items correctly (adj, after nouns) with support</p> <p><u>Reading:</u> Pupils can read food items independently Pupils can read opinions about the food independently Pupils can read longer passages within the contexts they have learnt in French</p> <p><u>Writing:</u> Children can write a party menu using the dictionary to find unfamiliar words taking note of the gender of the item Pupils are beginning to use adjectives (colours from previous knowledge or flavour from the dictionary/wordmat) to describe food items correctly (adj, after nouns) with support</p>	<p>writing and speaking activities. Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 suggestions:</u></p> <ul style="list-style-type: none"> - Children to translate English foods and drinks into French using dictionaries. <p><u>Lesson 2 suggestions:</u></p> <ul style="list-style-type: none"> - Practise embedding new vocabulary with games - Create role play restaurant situations, with children taking of differing roles of waiter/waitress and customer. - Children to create own menus <p><u>Lesson 3 and 4 suggestions:</u></p> <ul style="list-style-type: none"> - Children give opinions on food, verbal then written <p><u>Lesson 5 and 6 suggestions:</u></p> <ul style="list-style-type: none"> - Birthday badges - Role play conversations, asking when their birthday is etc. - Data collection to find most popular month for birthdays etc. - Create a birthday party menu
<p>Summer</p>	<p><u>National Curriculum links:</u></p> <p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u></p>	<p><u>Background Crucial Knowledge for this unit:</u></p>

	<ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p>None</p> <p><u>Speaking:</u> Pupils can say the numbers to 20 out of order independently Pupils can say the numbers to 21-40 in order independently or with just some support on the numbers that cross over (20, 21, 30, 31, 40)</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple sentences with support and scaffolds</p> <p><u>Reading:</u> Pupils can read simple sentences with pre-taught, familiar vocabulary and grammar rules</p> <p><u>Grammar:</u> Le = Masculine La = Feminine Les = Plural Plurals need an "s" adding on the adjective ending RECAP: Instructions end in -ez</p>	<p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Greetings</p> <p>Classroom/Football Instructions</p> <p>Days of the week/months of the year</p> <p>Animals</p> <p>Colours</p> <p>Countries that border France</p> <p>Food</p> <p>Opinions</p> <p>Birthdays</p>
	<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1 and 2:</u></p> <p>CK :</p> <p>Mum = la Maman/ Mère Dad = le Papa/Père Step - ___ = Beau - ___ (male) Belle - ___ (Female) Half - ___ = Demi - ___ Brother = le Frère Sister = la Sœur Nan = la Grand-Mère Grandad = le Grand-Père</p> <p>+ opinions (RECAP from Spring)</p> <p><u>Lesson 3 and 4 :</u></p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u> None</p> <p><u>Speaking:</u> Pupils can say more family members, like cousins, aunties and uncles Pupils can say extra clothes, like glasses, shorts, sunglasses, hat, tie Pupils are beginning to use adjectives (colours from previous knowledge or other appropriate adjectives from the dictionary/wordmat) to describe clothes/family correctly (adj, after nouns) with support</p> <p><u>Reading:</u> Pupils can read short sentences relating numbers and the weather</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 and 2 suggestions:</u></p> <ul style="list-style-type: none"> - Learn names of family members using Harry Potter or The Simpsons

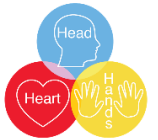


<p>CK :</p> <p>Dress = la robe Skirt = la jupe Shirt = la chemise T-shirt = le t-shirt Socks = les chaussettes Shoes = les chausseurs Coat = le manteau Jumper = le pull Trousers = les pantalons</p> <p>+ colours (RECAP from Autumn)</p> <p><u>Lesson 5 :</u></p> <p>Apply : Describe a family</p> <p><u>Lesson 6 :</u></p> <p>CK : Bastille Day is celebrated every year on July 14th. CK : Bastille Day is France's national day.</p>	<p>Pupils can look up unfamiliar words in the dictionary</p> <p><u>Writing:</u> Pupils can write short sentences using pre-taught, familiar vocabulary and grammar rules independently. Pupils can write short sentences using unfamiliar vocabulary, or grammar rules with support from their teacher, google translate or a dictionary. Pupils can begin to express basic opinions about their family, explaining why with because they are..., e.g. I like the snow or I dislike rain.</p>	<ul style="list-style-type: none">- Draw/label fictional family or their own family.- Play games using suggestions above to embed new vocabulary. <p><u>Lesson 3 and 4 suggestions:</u></p> <p><u>Lesson 5 suggestions:</u></p> <ul style="list-style-type: none">- Give children different fictional families (Harry Potter, The Simpsons, Rugrats, The Incredibles, The Flintstones, Fresh Prince etc.)- Children keep it a secret and describe their fictional family including members, clothes, clothes' colours. Write in books.- Read out and other groups guess. <p><u>Lesson 6 suggestions:</u></p> <ul style="list-style-type: none">- Children will discover more about Bastille Day using research- Listening to songs from Les Miserables- Hot seat Marie Antionette/French citizen and will create their own Bastille Day cards.
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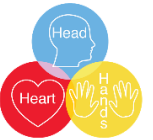


MFL (Year 6) Strand of learning – Space, school and transport

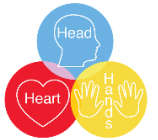
Strand of learning: Cultural Understanding and Language Acquisition		
<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally, and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> N/A</p> <p><u>Speaking:</u> Pupils can say school subjects independently They can say familiar phrases and sentences to give opinions</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write familiar sentences Pupils are beginning to write small paragraphs</p> <p><u>Reading:</u> Pupils can match word to pictures Pupils can read words Pupils can read phrases Pupils can read sentences</p> <p><u>Grammar:</u> Le, la, les Le = Masculine La = Feminine Les = Plural Plurals need an "s" adding on the adjective ending Adjectives after the noun</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Hello, how are you, goodbye</p> <p>Days of the week</p> <p>Months of the year</p> <p>Animals</p> <p>Colours</p>
<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1 and 2:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u></p> <p>CK : Les matières = the subjects L'anglais = english Les mathématiques = maths</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u></p> <p><u>Speaking:</u> They can say more subjects independently They can say phrases and sentences confidently and independently, linking with "and" and "because"</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start</p>



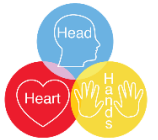
<p>Les sciences = science L'art = art Le théâtre = drama La danse = dance Le français = French La géographie = geography L'histoire = history (apostrophe because h is not pronounced) L'EPS = P.E. La musique = music L'informatique = computing J'aime = I like Je n'aime pas = I dislike Parce que = because</p> <p><u>Lesson 3 and 4:</u></p> <p>RECAP J'aime = I like J'adore = I love Je déteste = I hate Je n'aime pas = I dislike Parce que = because</p> <p><u>Lesson 5 :</u></p> <p>CK : Numbers to 50 (know numbers to 40 from y4 and y5)</p> <p>41 = quarante-et-un 42 = quarante-deux 43 = quarante-trois 44 = quarante-quatre 45 = quarante-cinq 46 = quarante-six 47 = quarante-sept 48 = quarante-huit 49 = quarante-neuf 50 = cinquante</p> <p><u>Lesson 6 :</u></p> <p>Post-learning document</p>	<p><u>Reading:</u> Children can read French spellings of planets and body parts independently. Children can read longer paragraphs Children can read sentences with unfamiliar words, making an educated guess as to what unfamiliar words could mean by linking it to English words or using the context of the sentence</p> <p><u>Writing:</u> Children can write familiar words and phrases independently Children can write sentences with only some support linking with "and" and "because" Children are confident in using a dictionary to find out words to make French more personal to them Children are beginning to apply grammar rules independently</p>	<p><i>of the document to find some suggested activities.</i></p> <p><u>Lesson 1 and 2 suggestions:</u></p> <ul style="list-style-type: none">- Children to learn the names of the subjects in French using suggestions above- Children survey each other's favourite subjects asking Aime-tu...? <p><u>Lesson 3 and 4 suggestions:</u></p> <ul style="list-style-type: none">- Introduce opinions about school subjects (recap)- Children translate different opinions about school subjects- Children write their own opinions about school subjects explaining why using given adjectives on a word mat- Give children timetables to translate. Children then give their opinion of each day. <p><u>Lesson 5 and 6 suggestions:</u></p> <ul style="list-style-type: none">- Practise embedding new vocabulary with suggestions above
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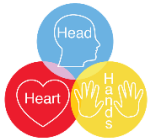
<p>Spring</p>	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing - Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. 	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> N/A</p> <p><u>Speaking:</u> Pupils can say the planets and parts of the body independently They can say phrases and sentences with some support or using some scaffolds</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple sentences with scaffolding and support Pupils are beginning to write small paragraphs</p> <p><u>Reading:</u> Pupils can match word to pictures Pupils can read words Pupils can read phrases Pupils can read sentences with support</p> <p><u>Grammar:</u> Le, la, les Le = Masculine La = Feminine Les = Plural Plurals need an "s" adding on the adjective ending Adjectives after the noun</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Greetings</p> <p>Classroom/Football Instructions</p> <p>Days of the week/months of the year</p> <p>Animals</p> <p>Colours</p> <p>Countries that border France</p>
	<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1 and 2:</u> <u>Cover sheet, knowledge organisers, pre-learning document</u></p> <p>CK : Mercure = Mercury Vénus = Venus La Terre = Earth Mars = Mars Jupiter = Jupiter</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u></p> <p><u>Speaking:</u> They can say more subjects independently They can say phrases and sentences confidently and independently, linking with "and" and "because"</p> <p><u>Reading:</u></p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities. Please see the table at the start of the document to find some suggested activities.</p>



<p>Saturne = Saturn Neptune = Neptune Pluton = Pluto</p> <p><u>Lesson 3:</u></p> <p>RECAP previous colours CK from year 5 and that adjectives go after the noun from year 5.</p> <p>Apply planets knowledge.</p> <ul style="list-style-type: none">- Children translate and create simple sentences about the planets (furthest from the sun, hottest, smallest, red etc) using knowledge from the unit so far and previous knowledge from year 5. Use dictionaries where appropriate to create interesting sentences. Extend with "and" and "because". <p><u>Lesson 4 :</u></p> <p>CK :</p> <p>Body = le corps Legs = les jambes Arms = les bras Head = la tête Eyes = les yeux Nose = le nez Mouth = la bouche Ears = les oreilles Feet = les pieds Hands = les mains Fingers = les doigts</p> <p><u>Lesson 5 :</u></p> <p>CK :</p> <p>Body = le corps Legs = les jambes Arms = les bras Head = la tête Eyes = les yeux Nose = le nez Mouth = la bouche Ears = les oreilles Feet = les pieds Hands = les mains</p>	<p>Children can read French spellings of planets and body parts independently.</p> <p>Children can read longer paragraphs</p> <p>Children can read sentences with unfamiliar words, making an educated guess as to what unfamiliar words could mean by linking it to English words or using the context of the sentence</p> <p><u>Writing:</u></p> <p>Children can write familiar words and phrases independently</p> <p>Children can write sentences with only some support linking with "and" and "because"</p> <p>Children are confident in using a dictionary to find out words to make French more personal to them</p> <p>Children are beginning to apply grammar rules independently</p>	<p><u>Lesson 1, 2 and 3 suggestions:</u></p> <ul style="list-style-type: none">- Children to learn the names of the planets in French using suggestions above- Children label le systeme solaire.- Translate and create simple sentences about the planets (furthest from the sun, hottest, smallest, red etc) <p><u>Lesson 4 suggestions:</u></p> <ul style="list-style-type: none">- Practise embedding new vocabulary with suggestions above <p><u>Lesson 5 suggestions:</u></p> <ul style="list-style-type: none">- Practise embedding new vocabulary with suggestions above- Create phrases using nouns and adjectives <p><u>Lesson 6 suggestions:</u></p> <p>Draw and label an alien with the phrases from last week</p>
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	<p>Fingers = les doigts</p> <p>RECAP : Adjectives after nouns and changing form due to gender/plurality.</p> <p><u>Lesson 6 :</u></p> <p><u>Post-learning document</u></p>		
<p>Summer</p>	<p><u>National Curriculum links:</u></p> <ul style="list-style-type: none"> - Listen attentively to spoken language and show understanding by joining in and responding - Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words - Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* - Speak in sentences, using familiar vocabulary, phrases and basic language structures - Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases - Present ideas and information orally to a range of audiences* - Read carefully and show understanding of words, phrases and simple writing - Appreciate stories, songs, poems and rhymes in the language - Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary - Write phrases from memory, and adapt these to create new sentences, to express ideas clearly - Describe people, places, things and actions orally* and in writing <p>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.</p>	<p><u>Skills developed in this unit:</u></p> <p><u>Culture:</u> None</p> <p><u>Speaking:</u> Pupils can say the numbers to 20 out of order independently Pupils can say the numbers to 21-40 in order independently or with just some support on the numbers that cross over (20, 21, 30, 31, 40)</p> <p><u>Listening:</u> Pupils can respond to class teacher's questions in French Pupils can respond to other children speaking French Pupils can respond to recordings in French</p> <p><u>Writing:</u> Pupils can write familiar words Pupils can write some simple sentences with support and scaffolds</p> <p><u>Reading:</u> Pupils can read simple sentences with pre-taught, familiar vocabulary and grammar rules</p> <p><u>Grammar:</u> Le = Masculine La = Feminine Les = Plural Plurals need an "s" adding on the adjective ending RECAP: Instructions end in -ez</p>	<p><u>Background Crucial Knowledge for this unit:</u></p> <p>French is a language</p> <p>MFL stands for modern foreign languages and that is all languages in the world that we speak now</p> <p>Numbers to 20</p> <p>Greetings</p> <p>Classroom/Football Instructions</p> <p>Days of the week/months of the year</p> <p>Animals</p> <p>Colours</p> <p>Countries that border France</p> <p>Food</p> <p>Opinions</p> <p>Birthdays</p>
	<p><u>Crucial Knowledge for individual lessons:</u></p> <p><u>Lesson 1 and 2:</u></p> <p>CK :</p> <p>la voiture: car</p> <p>le train : train</p>	<p><u>Extended Crucial Knowledge for this unit:</u></p> <p><u>Culture:</u> They can name some winners of the Tour de France They can explain how the Tour de France has changed as it has become more modern</p>	<p><u>Application of skills/ proof I have learnt this crucial knowledge:</u></p> <p>There MUST be a balance between listening, reading, writing and speaking activities.</p>



<p>le métro: tube le tram: tram le bus: bus le taxi: taxi l'avion: aeroplane l'hélicoptère (m): helicopter le bateau: boat le vélo: bicycle la moto: motorcycle le tracteur: tractor le camion: lorry</p> <p><u>Lesson 3:</u></p> <p>CK: Je monte dans... = I get on... Je descends... = I get off... Je vais au travail en... = I go to work by... Je conduis pour aller... = I drive to... Je sors en... = I go out by... J'arrive en... = I arrive by... Je prends... = I take...</p> <p><u>Lesson 4 :</u></p> <p>CK : The Tour de France is a cycling competition known throughout the world. CK : The Tour de France first began in 1903 CK : Géo Lefèvre came up with the idea of the Tour de France</p> <p><u>Lesson 5:</u></p> <p>CK : The Tour de France begins in different places but always ends in Paris CK : Winners are given jerseys rather than medals</p> <p><u>Lesson 6 :</u></p> <p><u>Post-learning document</u></p>	<p><u>Speaking:</u> They can say more subjects independently They can say phrases and sentences confidently and independently, linking with "and" and "because"</p> <p><u>Reading:</u> Children can read French spellings of planets and body parts independently Children can read longer paragraphs Children can read sentences with unfamiliar words, making an educated guess as to what unfamiliar words could mean by linking it to English words or using the context of the sentence</p> <p><u>Writing:</u> Children can write familiar words and phrases independently Children can write sentences with only some support linking with "and" and "because" Children are confident in using a dictionary to find out words to make French more personal to them Children are beginning to apply grammar rules independently</p>	<p>Please see the table at the start of the document to find some suggested activities.</p> <p><u>Lesson 1 and 2 suggestions:</u></p> <ul style="list-style-type: none">- Practise embedding new vocabulary with suggestions above <p><u>Lesson 3 suggestions:</u></p> <ul style="list-style-type: none">- Create different sentences to describe day to day transportations. Children write their own sentences and translate sentences. <p><u>Lesson 4 suggestions:</u></p> <ul style="list-style-type: none">- Learn about the origins of the Tour de France.- Look at the first ever Tour de France and a modern Tour de France. Children look at photos and note similarities and differences from the Tour de France now. <p><u>Lesson 5 suggestions:</u></p> <ul style="list-style-type: none">- Children to research winners of Tour de France and create fact files on them using information stations or iPads. <p><u>Lesson 6 suggestions:</u></p> <p>Finish of and post-learning.</p>
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