



Knowledge Progression



Year 3/4 Modern Foreign Languages Cycle 1

	La Forêt Tropicale Humide (Topic Link)	La Famille Joyeux Noel	Le Corps	Quel Temps fait-il?	Les Animaux	Les Passe-Temps
Key Vocabulary	Le village/toucan/maki/papillon/perroquet/ constricteur/caméléon. La grenouille aborigène/paresse Les paresseux J'aime les makis/ Je n'aime pas les perroquets. Rouge/bleu/vert/noir/violet/rose/jaune Un, deux, trois, quatre..... trente Mon animal préférée c'est le/la	Le père/grand-père/frère La mère/grand-mère/soeur Challenge: L'oncle/La tante/cousin/cousine Mon / Ma/ Mes Voici Je m'appelle/Il s'appelle/Elle s'appelle J'ai ... ans/Il/Elle aans Joyeux Noel Le sapin/Le bonhomme de neige/Papa Noel/ Le Renne/ L'Etoile	La tête/bouche Le nez Les oreilles/yeux/dents Le bras/genou/pied/ventre La jambe/main/ L' épaule Jacques a dit..... Le bras rouge/ les oreilles jaunes	Lille/Paris/Bordeaux/Nice Quel temps fait-il? Il fait froid/chaud Il pleut/neige Challenge: Il y a du soleil / il y a du vent/ il y a de l'orage. A Paris et à Nice Challenge: mais	Je m'appelle/ J'aians/J'habite.... Le lion/papillon/mouton/cochon Voici/ et Petit/petite/grand/grande Bleu/rouge/vert/jaune/violet Challenge: bleue/verte/violette Le chat/chien/lapin La tortue / L' oiseau Les chats/oiseaux Tu as un animal? J'ai un chien etc Challenge: Je n'ai pas de chien	Aller/manger/jouer/danser/regarder Jouer au foot/aller au parc/manger au restaurant. Lire/nager Challenge: je lis /je nage Tu aimes? J'aime/Je n'aime pas J'adore/Je déteste Et/mais Au feu les pompiers! Pétanque
Previous knowledge/ Learning	In KS1, our children will have: - Learnt to count to 10 by memory - Learnt to count to 20 with support. - Learnt to recognise French colours when spoken - Learnt to read French colours. - Responded to a range of classroom instructions.	In KS1, our children will have: - Learnt <i>maman/papa</i> - Learnt to recognise colours - Understood the expression <i>Je m'appelle</i> - Learnt the expression <i>Joyeux Noel</i>.	In KS1, our children will have: - Joined in with the song: Heads/Shoulders/Knees and Toes in French. - Responded to Comment ça va?	In KS1, our children will have: - Heard and responded to the expressions <i>Il fait froid/chaud/ Il neige/il pleut</i>. - Been introduced to the expression "<i>Quel temps fait-il?</i>"	In KS1, our children will have: - Heard and responded to the vocab for <i>petit/grand</i>. - Learnt the words for cat and dog - Learnt vocab for some insects, including <i>papillon</i> during their topic on insects and flowers.	In KS1, our children will have: - Heard and responded to the verbs: danser/regarder - Learnt the conjunction <i>et</i> - Leant the expressions <i>J'aime/je n'aime pas</i>. - Learnt the pronoun <i>Je = I</i>
N.C. Objectives	• 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					
Resources	Unit 1 Notebook (staff work/French folder) folder) www.babelzone Early Start DVD (Salut) Animal flashcards Tapuya passage	Unit 3 Notebook (staff work/French work/French folder) www.babelzone Early Start DVD (Salut) Family photos Christmas puppets Youpi Père Noel song words.	Unit 4 Notebook (staffwork/French folder) work/French folder) La Jolie Ronde CD (Yr 3 IWB resources) www.youtube (Jean Petit qui danse) Early Start DVD (Ici et Là) Twister games Le Monstre passage	Unit 5 Notebook (staff work/French folder) Early Start DVD Weather flashcards Class set of mini maps CD (Singing French) Recording for Assessment.	Unit 6 Notebook (staffwork/French folder) (staffwork/French folder) La Jolie Ronde CD (Yr4IWB resources/ Sound CD) IWB resources) Pet flashcards etc) CD Français, Français Survey sheets Ronde Yr 4) Examples of Pyramid poems. Early Start DVD (Unit 13)	Unit 7 Notebook La Jolie Ronde CD (Yr 4 Props (eg goggles/books Early Start DVD Resource sheets (La Jolie Sets of boules



Powerful Knowledge



Year 3/4 Modern Foreign Languages Cycle 1

	La Forêt Tropicale Humide (Topic Link)	La Famille Joyeux Noel	Le Corps	Quel Temps fait-il?	Les Animaux	Les Passe-Temps
Key Knowledge – what do we want our children to know before they leave our year group? How will we get them there? How is that personalised to Tranmere?	POWERFUL KNOWLEDGE: <i>MFL1</i> - Hold a simple conversation with at least 3 to 4 exchanges. <i>MFL2</i> - Use pronunciation and intonation correctly for majority of speaking. <i>MFL3</i> - Use language knowledge to make accurate guesses as to what words/phrases mean. <i>MFL4</i> - Understand the key points from a short, spoken passage/song. <i>MFL5</i> - Read and understand a short passage on a familiar topic. <i>MFL6</i> - Begin to use a bi-lingual dictionary. <i>MFL7</i> - Begin to write two or three sentences on a familiar topic with few errors. <i>MFL8</i> - Use masculine and feminine forms correctly. <i>MFL9</i> - Understand difference between definite and indefinite articles. <i>MFL10</i> - Begin to use adjectival agreement confidently when writing a sentence. <i>MFL11</i> - Recognise the different pronouns: Je/tu/il/elle. <i>MFL12</i> - Recognise the different pronoun: il. <i>MFL13</i> - Start to use conjunctions to link sentences.					
	POWERFUL KNOWLEDGE: Our children will: <i>MFL14</i> - Name and describe places and animals using colour. <i>MFL15</i> - Understand the key animal vocab from a short, spoken passage. <i>MFL16</i> - Read and understand a short passage to pick out rainforest animals and personal information (name/age/live). <i>MFL17</i> - Copy animal vocab and try to write from memory. <i>MFL18</i> - Understand the difference between masculine and feminine/definite and indefinite articles. HOW DOES THIS LOOK AT TRANMERE? - Memory games from www.babelzone to practise colours/numbers. - Number and colour bingo. - Spot the deliberate mistakes (colours/numbers). - Group challenge to match correct animal words with images. - Practise using bilingual dictionaries to find meanings and gender of animals. - Lift the Flap – written activity to practise writing names of animals. - Produce a Rainforest Poster with simple sentences to practise <i>J'aime/Je n'aime pas...</i> - Role play with partner to ask and answer question: <i>Quel est ton animal préféré?</i> - Read 'Trois Courageux Petits Gorilles' – Mary Myatt link Assessment: - Reading: Answer questions on Tapuya passage (either with teacher support or independently)	POWERFUL KNOWLEDGE: Our children will: <i>MFL19</i> - Name and describe family members. <i>MFL20</i> - Join in with a song to practise family members. <i>MFL21</i> - Follow a short story by a native French speaker and pick out key family vocab. <i>MFL22</i> - Write the names of family members from memory. <i>MFL23</i> - Understand the key Christmas vocab from a short story and song. <i>MFL24</i> - Use the pronouns il/elle/tu/je correctly. HOW DOES THIS LOOK AT TRANMERE? - Listen to <i>La Famille fruits</i> story on www.babelzone. - Listen to teacher describing own family using real life photos. - Listen to authentic French speakers talking about family Early Start video and pick out key information. - Write some simple sentences to introduce own family. - Join in with a French rap "<i>Ma famille</i>". - Use puppets to learn new vocab related to Christmas. - Join in with the Christmas song "Youpi C'est Père Noel. - Make Christmas decorations with French vocabulary on them. - Play Noel lotto. Assessment: - Writing: differentiated task to write words/sentences from memory relating to own family.	POWERFUL KNOWLEDGE: Our children will: <i>MFL25</i> - Name the different body parts. <i>MFL26</i> - Listen out for key information on body parts in a story. <i>MFL27</i> - Listen to instructions and use body parts to respond (<i>la main droite</i> etc). <i>MFL28</i> - Write some body parts from memory. <i>MFL29</i> - Use le/la/les correctly and ensure nouns agree (eg -s for plural). HOW DOES THIS LOOK AT TRANMERE? - Use La Jolie Ronde slides to practise definite and indefinite articles. - Create and write own simple sentences about their own monster to practise writing numbers. - Build on the above sentences to include colour adjectives showing the feminine and plural forms of these adjectives. - Listen to and join in with "Savez-vous planter les choux" www.youtube - Play body lotto. - Play Twister following French instructions. - Listen to instructions and draw own monster/head with eyes closed (Blind Artist). - Join in with <i>Jean Petit qui danse.</i>" www.youtube (Karaoke version). Watch Early Start DVD (Ici et Là) and pick out key information from the Ballet lesson and Magic trick clips). - Read their <i>Le Monstre</i> books to class buddies in KS1. Assessment: - Read 'Pourquoi?' book – Mary Myatt link - Reading: Translate <i>Le Monstre</i> passage and draw in books.	POWERFUL KNOWLEDGE: Our children will: <i>MFL30</i> - Say some weather phrases from memory. <i>MFL31</i> - Write some weather phrases from memory. <i>MFL32</i> - Read a short report on weather and pick out key vocab. <i>MFL33</i> - Understand the key weather vocab from a short, spoken passage. <i>MFL34</i> - Start to use conjunctions to link sentences. HOW DOES THIS LOOK AT TRANMERE? - Locate French towns on a French map and respond to a short, spoken weather report (single sentence) for each town. - Play "Guess the Weather" game to practise pronunciation. - Use maps to produce a weather report with a partner. - Perform weather reports to class. - Join in with the song "<i>Quel temps fait-il</i>" and learn the song by memory. - Use mini maps to write a short weather report in books using connectives: <i>et</i> and <i>mais</i> to link sentences. - Make a class weather chart. Join in with song "<i>Jean Petit qui danse</i>". - Watch and respond to Early Start clip on French children talking about the weather. - Play <i>Jacques a dit</i> (Simon says). Assessment: - Listening: Complete Listening grid to respond to a weather report read by an authentic French speaker.	POWERFUL KNOWLEDGE: Our children will: <i>MFL35</i> - Name and describe animals. <i>MFL36</i> - Join in with a song to practise pronunciation of animals. <i>MFL37</i> - Pick out key animal information from a spoken passage. <i>MFL38</i> - Write some animal vocab from memory. <i>MFL39</i> - Begin to use adjectival agreement confidently when writing a sentence. <i>MFL40</i> - Learn how plurals are formed in French (s or eaux). HOW DOES THIS LOOK AT TRANMERE? - Using the animal images to practise the – on sound in French. - Write own silly sentences about the –on animals placing the adjectives correctly (Eg petit/grand precede and colours follow) - Play "Guess which pet is missing". - Listen to "Animal Rap" and join in when recognise the name of an animal learnt. - Listen and respond to Early Start DVD of French children talking about pets. - Use Jolie Ronde resources to convert singular to plural nouns. - Construct human sentences to practise the expressions <i>J'ai.../Je n'ai pas de...</i> - Carry out a class survey using the question <i>Tu as....?</i> Construct a bar chart to present which is the most popular pet. Assessment: Writing: write simple sentences to produce an animal pyramid poem (building up adjectives thinking about place and agreement)	POWERFUL KNOWLEDGE: Our children will: - Listen and respond to imperative verb vocab. - Write some hobbies from memory. - Pick out key hobby vocab from a short, written passage. - Recognise the infinitive of verbs. HOW DOES THIS LOOK AT TRANMERE? - Introduce infinitives by listening and reading the verbs and recognising the – <i>er</i> sound. - Join in with rhyme: <i>Au feu les pompiers</i> and listen out for the -ay - Miming games to respond and act out the verbs (<i>manger/ aller/ danser/ regarder/jouer</i>). - Sequence verbs and perform Mexican wave against the clock. - Fill in the missing letters for sentences describing hobbies. - Listen to French children talking about their hobbies. - Produce hobby posters. - Class Boules championship. Assessment: Reading: Answer questions on hobby paragraph.