



Knowledge Progression

Year 3/4 Modern Foreign Languages Cycle 2



	La France/Je me presente Les Vetements	Les Salutations	Quelle est la Date?	Les Couleurs	J'ai faim	Une Histoire Revision
Key Vocab ulary	La France/Je me presente: Bonjour Monsieur Pouce Paris/Lille/Bordeaux/Nice/La Seine/la Loire Comment t'appelles-tu? Je m'appelle... Ou habites-tu? J'habite..... Quel age as-tu?/ J'aians Vrai/faux Ecoutez/Regardez/Levez-vous/Asseyez – vous/Silence! Un, deux, trois.....vingt Les vetements: Je porte / le weekend Une chemise/jupe Un jean/pantalon/short/pull/sweat/chapeau Des chaussettes/chaussures Bleu/vert/jaune/rouge	Les Salutations: Bonjuor/Salut/Au revoir Bonsoir/Bonne nuit Comment ca va? Ca va bien (tres bien) Ca va mal (tres mal) Comme ci comme ca Merci / et toi Les couleurs	Lundi/mardi/mercredi/jeudi/vendredi/ Samedi/dimanche Le weekend une semaine/un jour/un mois janvier/fevrier/mars/avril/mai/juin/juille t/aout/septembre/octobre/novembre/d ecembre Quelle est la date de ton anniversaire? Quel est ton jour prefere? Quel est ton mois prefere? Mon jour prefere c'est... Mon mois prefere c'est.... Un, deux trois..... trente et un	Orange/bleu/rose/rouge/blanc/noir/violet/ marron/jaune/vert/gris Challenge: Bleue/blanche/violette/verte/noire/grise Elmer est..... Elmer est un elephant Elmer n'est pas gris Elmer est different Elmer est multicolore Elmer est fantastique Elmer est magnifique L'elephant est gros et gris Fort/forte Timide Fache/fachee Grand/grande Petit/petite Content/contente Je suis..... Il est/ Elle est.....	Les fruits La pomme/fraise Le citron/citron vert L'orange Le chocolat/ les bonbons C'est bon pour la sante C'est mauvais pour la sante La chenille Je mange Et/mais Lundi/mardi/mercredi/jeudi/vendred i/samedi/ dimance Petit/petite/grand/grande	Le Grand Gros Navet J'arrive Maman/Papa Le chien/Le chat/La souris Il tire et il tire mais impossible.
Previo us knowl edge/ Learni ng	In KS1, our children will have: - Learnt to count to 10 by memory - Learnt to count to 20 with support. - Responded to a range of classroom instructions. - Learnt some items of clothing	In KS1, our children will have: - Learnt the expressions Bonjour/Au revoir/Salut - Responded to Comment ca va? - Used the word <i>merci</i> -	In KS1, our children will have: - Learnt to count to 10 by memory - Learnt to count to 20 with support.	In KS1, our children will have: - Learnt the basic colours - Joined in with the song <i>L'elephant est gros et gris</i> - Learnt the words <i>petit/grand</i>	In KS1, our children will have: - Heard and responded to the vocab for <i>petit/grand</i> . - Been introduced to basic food items (eg baguette/fromage) - Learnt to count to 10 - Recognised the pronoun <i>Je = I</i> - Learnt the conjunction <i>et</i>	In KS1, our children will have: - Learnt the pronoun <i>Je = I</i> - Learnt the words Maman/Papa/chien/chat
N.C. Obje ctive s	1. Listen attentively to spoken language and show understanding by joining in and responding 2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words 3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* 4. Speak in sentences, using familiar vocabulary, phrases and basic language structures 5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* 6. Present ideas and information orally to a range of audiences* 7. Read carefully and show understanding of words, phrases and simple writing 8. Appreciate stories, songs, poems and rhymes in the language 9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary 10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly 11. Describe people, places, things and actions orally* and in writing 12. 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					
Resour ces	Unit 8/9 Notebook (staff work/French folder) www.babelzone Early Start DVD (Salut) Copy of Le Chapeau Items of clothing Transcript for Assessment	Unit 10 Notebook (staff work/French folder) Early Start DVD (Salut) Ca va Suduko sheets Copy of <i>Brob le Dinosaur</i> Images of Dinosaurs for Assessment	Unit 11Notebook (staffwork/French folder) www.babelzone Dice CD Singing French Early Start (Salut) List of Dates for Assessment	Unit 12 Notebook (staff work/French Elmer story book Elmer templates www.babelzone CD Chante en Francais CD Entre dansd le Ronde (KS1)	Unit 13 Notebook (staffwork/French folder) www.babelzone CD Chante en Francais Food flashcard Copy of La chenille qui a fait des trous Book inserts and front cover.	100 Primary Activities Le Grand Gros Navet



Powerful Knowledge

Year 3/4 Modern Foreign Languages Cycle 2



	La France/Je me presente Les Vetements (Autumn)	Les Salutations (Spring 1)	Quelle est la Date? (Spring 1)	Les Couleurs (Spring 2)	J'ai faim (Summer 1)	Une Histoire Revision (Summer 2)
Key Knowl edge – what do we want our childre n to know before they leave our year group? How will we get them there? How is that person alised to Tranm ere?	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 the 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>Le/la/ un/une</i>) <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: <i>Je/tu/il/elle</i> .					
	POWERFUL KNOWLEDGE: Our children will: <i>MFL12</i> - Name and describe the clothes outlined in the key vocab. <i>MFL13</i> - Copy simple sentences about self correctly. <i>MFL14</i> - Write some items of clothing from memory. <i>MFL15</i> - Pick out key clothes vocab from a short story. HOW DOES THIS LOOK AT TRANMERE? - Use large map of France to role play being a French person with rest of class asking questions. - Play <i>Vrai/Faux</i> with statements about France to learn more about the country. - Read 'A Walk in Paris' book – Mary Myatt link - Memory games from www.babelzone to practise colours/numbers. - Produce a Moi poster writing simple sentences about self/ make one as a French pupil. - Produce a numbers poster to practise writing the words. - Use real items of clothing to dress up and describe what wearing with a colour added. - Play <i>Acheter une jupe</i> www.babelzone. - Use bilingual dictionaries to work out what has been bought. - Write simple sentences from memory using correct pronouns eg <i>Je porte....</i>.(Challenge to add different pronouns <i>il/elle/tu</i>). - Read and follow <i>Le Chapeau story</i>. Assessment: Listening: Listen to short passage and respond by drawing the clothes items and correct colour that the people are wearing.	POWERFUL KNOWLEDGE: Our children will: <i>MFL17</i> - Use different greetings for different times of day. HOW DOES THIS LOOK AT TRANMERE? - Learn the poem <i>Comment ca va Fabien?</i> by memory and perform in groups. - Perform role play with partner with 3/ to 5 exchanges to greet each other and ask questions. - Complete a Ca va Sudoku sheet. - Use Ca va? Sheets to complete a listening grid. Assessment: - Assessment to hold a conversation with at least three exchanges	POWERFUL KNOWLEDGE: Our children will: <i>MFL20</i> - Describe the different birthday dates for family members. <i>MFL21</i> - Write some days of the week from memory. <i>MFL22</i> - Recognise days of the week and months from a song. <i>MFL23</i> - Pick out days and moths from a list. <i>MFL24</i> - Recognise the different personal pronouns: <i>mon/ton</i> . HOW DOES THIS LOOK AT TRANMERE? - Learn the Marching song for days of the week. - Play Kims Game to see which day is missing - Spot the deliberate mistakes in spellings of days/months. - www.babelzone Follow and join in with the story <i>Une semaine</i> - Use dice to play <i>Une semaine</i> game with partner (1= lundi/2= mardi etc) - Watch and respond to Early Start clips.(<i>Quelle est la Date</i> chapter.) - Join in with <i>Quelle est la date?</i> song. - Practise writing simple sentences showing dates of different celebration days in French (eg Bastille Day/Remembrance Day/Christmas etc) Assessment: - Reading: Translate a list of dates into English.	POWERFUL KNOWLEDGE: Our children will: <i>MFL25</i> - Name and describe a character. <i>MFL26</i> - Write some colours by memory. <i>MFL27</i> - Pick out pronouns and colours and adjectives from a short story. <i>MFL28</i> - Recognise colours when read aloud. <i>MFL29</i> - Start to use conjunctions to link sentences. HOW DOES THIS LOOK AT TRANMERE? - Play Colour Lotto. - Follow colour by number instructions to colour in Elmer. - Listen to Elmer story in French. - Recite and act out Elmer story in small groups. - Use chopped up sentences to construct their own Elmer story. - Learn <i>L'elephant est gros et gris</i> by memory and write out song. - Read and respond to <i>Le Roi Bleu</i> www.babelzone. - Produce their own page on a multi-coloured animal. (Challenge: ensure feminine adjectives are used) Assessment: - Listening: complete Listening grid on Elmer responding to his colour/personality	POWERFUL KNOWLEDGE: Our children will: <i>MFL30</i> - Name and describe fruit and confectionary items from the Hungry Caterpillar. <i>MFL31</i> - Follow a short story and pick out the words for fruit and family members. <i>MFL32</i> - Listen to a children's story and pick out vocab for days and food. <i>MFL33</i> - Begin to write some fruits from memory. <i>MFL34</i> - Use <i>le/la</i> correctly to determine gender. HOW DOES THIS LOOK AT TRANMERE? - Follow <i>La Famille Fruit</i> story www.babelzone - Join in with song "<i>C'est bon pour la sante</i>" and respond by holding up correct food image when hear in song. - Complete a Mele des Fruits (wordsearch) - Play Memoire des Fruits www.babelzone - Listen to <i>La chenille qui fait des trous</i> (Hungry Caterpillar) - Create own version of book using <i>Je mange...</i> and showing correct use of masculine and feminine articles. - Read their books to children in KS1 Assessment: Speaking: Record pupils reading their stories	POWERFUL KNOWLEDGE: Our children will: <i>MFL35</i> - Name some key vocab from a traditional story. The Big Fat Turnip. <i>MFL36</i> - Listen to a traditional story and pick out the key vocab and family members. HOW DOES THIS LOOK AT TRANMERE? - Watch Le Grand Gros Navet and join in with the repeated sentences. - Play the IWB games on 100 Primary Activities to practise the new vocab. - In small groups practise acting out the story and present to rest of class. - Revision unit: any time left to be spent on activities/games to consolidate vocab covered throughout the year. Assessment: N/A