

Knowledge Progression					
Year 5/6 Modern Foreign Languages Cycle 1					
	En Ville	Joyeux Noel	Les Passe-Temps	La Famille	J'ai faim
Key Vocabulary	Un – soixante (Year 6) /Un – trente (Year 5) J’habite en France/ en Angleterre/en Italie/en Espagne J’habite au Portugal/Canada J’habite aux Etats-Unis J’habite à la campagne/en ville Il habite/elle habite/tu habites. Où est..... ? Dans la rue principale il y a..... Un café/supermarché/magasin/stade/cinéma/musée Une poste/banque/piscine/mairie/bibliothèque/église/gare grand/grande petit/petite La boulangerie/boucherie/poissonerie/creperie Le fleuriste Tournez/Continuez/Arretez/ A droite/A gauche/tout droit/au coin/ au centre J’aime ma ville car c’est intéressant. Challenge : Je n’aime pas ma ville car c’est ennuyeux.	Joyeux Noel! Le Bonhomme de Neige et la Nuit Magique Oh là là il fait froid Je dors/ Je me reveille/Je rentrer chez moi/ J’aime/Je n’aime pas La confiserie/Les glaces Je mets/J’enlève Mon manteau/ mon chapeau Ma belle écharpe Mes gant	lundi,mardi,mercredi,jeudi,vendredi,samedi,dimanche janvier, février, mars, avril, mai, juin, juillet, août, septembre,octobre,novembre,décembre. Un – soixante-dix Le foot/le rugby/le basket/le cricket/le judo La natation /L’équitation La guitare/la batterie/le piano/le violon Je joue au football Je joue du piano/ de la guitar Nager/lire/danser/ regarder la television/jouer aux jeux vidéos J’aime/je n’aime pas/J’adore/Je deteste Et/mais/aussi/encore C’est cool/super/amusant C’est nul/difficile Challenge: Ecouter de la musique Jouer a l’ordinateur	Mon père/frère/grand-père/oncle/cousin Ma mère/soeur/grand-mère/tante/cousine Mes parents/grands-parents (demi –frère/ beau-père/belle-mère) Il s’appelle/habite/a.....ans Elle s’appelle/habite/a.....ans Il est.../Elle est.... Sympa/intelligent/amusant/sportif/ Beau Sympa/intelligente/amusante/ Sportive/belle Tu as des frères ou des soeurs? J’ai un frère Je suis enfant unique etc Un – soixante	Les frites/pommes frites/chips/bonbons Le fromage/le jambon Un sandwich (au jambon/ a la confiture) La limonade/le coca/jus d’orange Le chocolat/ chocolat chaud J’aime/je n’aime pas J’adore/je déteste Moi aussi/ mais/et L’entrée/Le desert/Le plat principal Je voudrais..... C’est combien ? Une glace au chocolat/citron/ Une glace à la fraise/vanille/pistache/menthe Une boule/deux boules Un pot Je mange/J’ai mange
Previous knowledge/ Learning	In KS1, our children will have: - Learnt to say, read, respond and start to write the numbers to 10. - Understood the expression <i>J’habite</i> . - Understood the expression <i>J’aime</i> . In LKS2, our children will have: - Learnt to read, respond and start to write the numbers to 20 from memory. - Understood the expression <i>J’habite</i> . - Learnt all nouns are either masculine or feminine. - Understood that un = masc /une = feminine - Understood that l’ is used for vowels. - Recognised the difference between un/la - Understood several spoken words and phrases including: teacher’s instructions, the days of the week, a few words in a song, the colours, the numbers. - Had a short conversation, saying 3 to 4 things. - Learnt basic classroom instructions. - Given responses using a short phrase. - Started to speak, using a full sentence whilst showing an awareness of single letter sounds and sound patterns. - Been introduced to the pronouns <i>je/tu/il/elle</i> - Learnt that the majority of adjectives (eg colour) are placed after the noun.	In KS1, our children will have: - Been introduced to <i>Le Bonhomme de Neige</i> puppet. - Learnt the expression <i>Joyeux Noel</i> . In LKS2, our children will have: - Learnt basic weather expressions: <i>il fait chaud/il fait froid/il pleut/il neige</i> . - Learnt all nouns are either masculine or feminine.	In KS1, our children will have: - Learnt to say/ started to read days of week. - Understood the expression <i>J’aime</i> . In LKS2, our children will have: - Learnt the days of the week and practised copying them. - Been introduced to the months of the year when copying the date. - Learnt that days and months are written in lower case. - Learnt the pronouns <i>Je</i> and <i>Tu</i> . - Been introduced to the verbs: <i>aller/manger/jouer/danser/regarder Jouer au football/aller au parc/manger au restaurant/lire, nager</i> . - Understood the expressions: <i>J’aime/Je n’aime pas</i> . - Learnt the question: <i>Tu aimes?</i> - Learnt how to intonate when asking a question. - Learnt all nouns are either masculine or feminine. In UKS2 (Autumn term), our children will have: - Practised writing the numbers to 30 from memory. - Learnt to write <i>septembre/ octobre/ novembre/décembre</i> from memory. - Learnt how to write the pronouns <i>Je/ Tu/ Il/Elle</i> .	In KS1, our children will have: - Learnt to say <i>Je m’appelle/J’habite/J’aians</i> . - Learnt the words for <i>maman/papa</i> - Learnt names of different professions. - In LKS2., our children will have: - Learnt the words for some family members(mother/father/grandparents/sister/br other) - Learnt the possessive pronouns mon/ma - Been introduced to personal pronouns il/elle - Learnt that all nouns are either masculine or feminine. - Read a passage independently. - Learnt a French song about family members. - Listened to authentic French speakers talking about their family. - Used a bilingual dictionary or glossary to look up unfamiliar vocabulary.	In KS1, our children will have: - Understood the expression <i>J’aime/Je n’aime pas</i> . In LKS2., our children will have: - Learnt the definite articles: <i>le/la/ /les</i> - Learnt that <i>l’</i> is used before vowels. - Learnt that all nouns are either masculine or feminine. - Read a passage independently. - Learnt the names of different fruits. - Practised saying/reading and writing simple sentences to say which fruits they like. - Listened to <i>The Hungry Caterpillar</i> in French. - Learnt the expression <i>Je mange</i> . - Written simple sentences using <i>Je mange....to</i> produce their own version of <i>The Hungry Caterpillar</i> . - Learnt a French song about food.
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) La Jolie Ronde CD (Yr 5 IWB resources) Early Start DVD (Où habites-tu?) Building/shop flashcards https://www.youtube.com <i>Ma Ville sheet/ En ville il ya sheet</i> Human sentence cards (JR Less 1/pt4) Pass the Parcel (JR Less 2 p6,7,8) www.primaryresources / www.babelzone	La Jolie Ronde Joyeux Noel Book/CD Card and inserts for book making www.babelzone	Unit 2 Notebook (staff work/French folder) La Jolie Ronde CD (Yr 5 IWB resources) Singing French CD https://www.youtube.com www.babelzone Early Start DVD (où habites-tu?)	Unit 3 Notebook (staff work/French folder) La Jolie Ronde CD (Yr 6 IWB resources) CD Français, Français Family photographs Jumbled up sentence game Clipboards Early Start DVD www.babelzone	Unit 4 Notebook (staff work/French lder) La Jolie Ronde CD (Yr 5 IWB resources) Early Start DVD (Où habites-tu?) Menus from PGL Laminated ice cream cones French food packaging www.babelzone CD Chante en Français



Powerful Knowledge

Year 5/6 Modern Foreign Languages Cycle 1

	En Ville	Joyeux Noel	Les Passe-Temps	La Famille	J'ai faim
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?	<u>POWERFUL KNOWLEDGE:</u> <i>MFL1</i> - Hold a simple conversation with at least 6 exchanges whilst expressing an opinion. <i>MFL2</i> - Use pronunciation and intonation correctly for majority of speaking. <i>MFL3</i> - Use their knowledge of grammar to speak correctly <i>MFL4</i> - Understand the key points from a short, spoken passage/song.				
	<u>POWERFUL KNOWLEDGE:</u> Our children will: <i>MFL9</i> - Hold a conversation to ask for instructions to different buildings. <i>MFL10</i> - Follow a short passage read by a native speaker describing buildings in a town. <i>MFL11</i> - Write two or three sentences about what is found on a high street (shops/buildings). <i>MFL12</i> - Read a short passage to ascertain size and types of buildings found in town <i>MFL13</i> - Understand adjective placement and agreement (eg <i>petit/petite/grand/grande</i> placed before the noun). <i>MFL14</i> - Understand masc/feminine determiners and use conjunctions correctly to form compound sentences. <u>HOW DOES THIS LOOK AT TRANMERE?</u> Children will: - Answer questions and talk about where they live, including details of country and whether they live in the town or country, using <i>en/au/aux</i> when talking about countries. - Play the Blindfold game to try and follow instructions from a partner. - Use bilingual dictionaries confidently to find meanings and gender of buildings/shops. - Write a sentence from memory: <i>Dans la rue principale il y a.....</i>. Whilst writing they will differentiate between masculine and feminine and position of adjectives, understanding that <i>petit/grand</i> are exceptions to the rule. - Join in with the song: <i>Je vais a l'école</i>. Assessment: - Speaking: deliver an oral presentation on <i>Ma ville idéale</i>. - Reading: answer questions on a short passage describing which buildings are in the main street.	<u>POWERFUL KNOWLEDGE:</u> Our children will: <i>MFL15</i> - Join in with a French Christmas song and learn from memory. <i>MFL16</i> - Present a short Christmas story to an audience. <i>MFL17</i> - Follow a short French story read by a native speaker and learn new vocab related to Christmas- <i>Le Bonhomme de Neige</i> <u>HOW DOES THIS LOOK AT TRANMERE?</u> Children will: - Learn and perform the song “<i>Oh là là il fait froid</i>” from memory at Christmas concert. - Practise writing French sentences to make their own Christmas book. - Read their book to a pupil from KS1. Assessment: N/A	<u>POWERFUL KNOWLEDGE:</u> Our children will: <i>MFL18</i> - Ask and respond to questions about their hobbies. <i>MFL19</i> - Understand the key points from a short, spoken passage on different hobbies of French children. <i>MFL20</i> - Write two or three sentences about what hobbies are done on different days. <i>MFL21</i> - Understand the key points from a conversation to determine the difference between sports and instruments. <i>MFL22</i> - Understand the difference between <i>je joue au/a la/a l'</i> for sport and <i>je joue du/de la</i> for a musical instrument. <u>HOW DOES THIS LOOK AT TRANMERE?</u> - Children listen to teacher reading information on which sports are placed on certain days of the week and complete a listening grid. - Carry out role plays with a partner to discuss hobbies and give an opinion. The role plays will also involve questions. - Listen to native French speakers on the Early Start DVD talking about their favourite hobbies and pick out the key information. - Join in with a French song about hobbies and learn the chorus from memory. - Carry out class sondage (survey) to find out favourite hobbies and construct bar charts (maths link). - Carry out an inter class Boules championship. Assessment: - Listening: respond to French paragraph read by an authentic French speaker on hobbies. - Writing: write words/ sentence/ short paragraph from memory on which hobbies do on different days.	<u>POWERFUL KNOWLEDGE:</u> Our children will: <i>MFL23</i> - Describe where members of their family live and how old they are, differentiating between different personal pronouns by using <i>il/elle/tu/ils/elles</i> in addition to <i>je..</i> and showing the resulting different conjugation of the verbs. <i>MFL24</i> - Practise question and answer techniques to gather information about family. <i>MFL25</i> - Follow and join in with a French song about Family. <i>MFL26</i> - Understand the key points from a short, spoken passage introducing family members (name/age/where live/ profession – revision from KS1). <i>MFL27</i> - Understand a short written text about a family. <i>MFL28</i> - Use adjectives correctly (eg correct placement and agreement). <i>MFL29</i> - Use pronouns and correct conjugation – <i>il habite/ils habitent</i> . <u>HOW DOES THIS LOOK AT TRANMERE?</u> Children will: - Carry out role plays with a partner to ask and answer questions about family. - Use Maths skills to collate and present findings of above role play in a graph to show how many brothers/sisters/only children the class has. - Listen to native French speakers talking about their families and pick out the key information. - Join in with a French song about family and learn the chorus from memory. - Write to their French penpals about their family and ask if they have brothers /sisters. Assessment: - Speaking: record conversations of children asking and answering questions on family/ aim for at least 6 exchanges. - Reading: answer questions on a short passage describing family and hobbies of family members (revision from Les Passe-Temps unit)	<u>POWERFUL KNOWLEDGE:</u> Our children will: <i>MFL30</i> - Hold simple conversations to ask for and buy items from shops/restaurants. <i>MFL31</i> - Respond to the question “ <i>Quel parfum?</i> ” <i>MFL32</i> - Understand the key points from a short, spoken passage of French children talking about breakfast items of food. <i>MFL33</i> - Write two or three sentences about what you like and dislike to eat. <i>MFL34</i> - Understand the key items from a menu/shopping list. <i>MFL35</i> - Use knowledge of grammar to determine between present and past tense (<i>je mange/ J'ai mangé</i>). <u>HOW DOES THIS LOOK AT TRANMERE?</u> Children will: - Carry out role plays to ask/ answer questions about food using « <i>Qu'est-ce que tu aimes?</i> » - Listen to native French speakers talking about food and pick out the key information. - Write extended sentences using <i>mais/aussi/et</i> - Translate authentic menus from Manor Adventure - France. - Produce their own menus for an ideal meal. - Take part in French cheese tasting session (Culture link). - Ask for different flavours of ice cream whilst in France on residential. (Y6) - Practise food vocab in restaurant whilst in France on residential. (Y6) - Read ‘Je mangerais bien un enfant’ – Mary Myatt link Assessment: - Listening: Complete Listening Grid to respond to what diff people eat in a week. - Reading: Answer questions using Authentic French menu as the text. - Writing: Write short letter describing the foods you like and do not like.