



Knowledge Progression

Year 5/6 Modern Foreign Languages Cycle 2

	La Salle de Classe	Les Vêtements	Le Corps	La Maison (Extra Unit)	
Key Vocabulary	Un deux trois, nous irons au bois L'Alphabet : A=ah/ B=bay/ C=say etc Ecoutez/regardez/rangez la table/ Asseyez-vous/Levez-vous/Distribuez les cahiers/Essuyez le tableau/Ouvrez la fenêtre/Fermez la porte janvier/février/mars/avril/mai/juin/juillet/septembre/octobre/novembre/décembre Aujourd'hui Il pleut/neige Il fait froid/chaud/mauvais/beau Il y a du brouillard/soleil/vent/de l'orage Hier/demain La salle de classe : Porte/fenêtre/tableau/ordinateur/placard/bibliothèque/chaise/table/professeur/école La trousse : crayon/sylo/gomme/calculatrice/agenda/règle/ciseaux/feutre/craton de couleur Tu as... ? / Oui, j'ai...../Non je n'ai pas de Quelle est ta matière préférée ? Les Maths/L'Anglais/L'Histoire etc Challenge : sur/sous/devant/derrière	Un pantalon/short/pull/chapeau Une jupe/robe Un maillot de bain Des lunettes de soleil Bleu/bleu vert/verte/ rose/rose etc Clair/foncé Je porte/ Tu portes/Il porte/Elle porte Les chaussettes/chaussures La chemise/la cravate Le sweat J'aime/Je n'aime pas le rouge Car... C'est super/joli/laid/super/cool Dans la machine a laver	Un – cent La Tête Les yeux/cheveux/oreilles/dents La bouche/gorge Le nez/cou Le corps L'épaule Le bras/genou/pied/ventre/dos La main/jambe Comment ça va ? Ça va bien/mal Comme ça comme ça J'ai mal à la tête J'ai mal au genou Le médecin/docteur/L'hôpital/La pharmacie Le comprimé/paracétomal/préscription	Voici/ Il y a J'habite dans une maison J'habite dans un appartement Un salon/jardin/garage/balcon Une salle à manger/de bains Une chambre/cuisine En haut/ en bas Petit/grand/joli/ (precede noun) Superbe/magnifique /immense/ de luxe (follow noun) La fenêtre/ piscine Le volet Les lettres de l'alphabet	
Previous knowledge/ Learning	In KS1, our children will have: - Understood weather expressions for <i>il pleut/il neige/il fait chaud/il fait froid</i> . - Understood the instructions <i>Ecoutez/Regardez/Asseyez-vous/Levez-vous</i> - Learnt to count to 10 In LKS2, our children will have: - Read and understood some weather expressions. - Responded to a range of classroom instructions. - Learnt the vocab for <i>la porte/la fenêtre</i> - Practised writing the numbers 1 to 10 from memory. - Been introduced to the months of the year. - 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	In KS1 , our children will have: - Understood <i>J'aime/Je n'aime pas</i> - Understood basic colours - Learnt to count to 10 In LKS2, our children will have: - Learnt the vocab for basic items of clothing. - Practised writing the numbers 1 to 10 from memory. - Practised writing basic colours from memory. - 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 that colour adjectives follow the noun.	In KS1, our children will have: - Joined in with the song : Heads/Shoulders/Knees and Toes in French. - Understood basic colours - Learnt to count to 10 - Responded to Comment ça va? In LKS2, our children will have: - Learnt the vocab for basic parts of the face (tete/nez/bouche/oreilles) - Learnt vocab for basic parts of the body (bras/jambe/pied/main) - Practised writing the numbers 1 to 10 from memory. - Practised writing basic colours from memory. - Learnt all nouns are either masculine or feminine. - Started to practise adjectival agreement for colours (<i>eg les oreilles jaunes</i>) - Understood that un = masc /une = feminine - Understood that l' is used for vowels. - Recognised the difference between un/la	In LKS2., our children will have: - Learnt to read and respond to the expression <i>J'habite</i> - Understood that <i>petit/grand</i> precede the noun. - Learnt to read the numbers 1 – 20 and practised writing them.	
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 5 Notebook (staff work/French folder) La Jolie Ronde CD (Yr 6 IWB resources) Early Start DVD (Unit 15) Weather/La Trousse/Salle de Classe flashcards CDs: La Jolie Ronde /Français Français Differentiated Trousse cards	La Jolie Ronde Joyeux Noel Book/CD Card and inserts for book making	Unit 6 Notebook (staffwork/French folder) La Jolie Ronde CD (Yr 6 IWB resources) Items of clothing Magazines CDs: Singing French www.babelzone	Unit 7 Notebook (staff work/French folder) Early Start DVD (ici et là) www.youtube (Jean Petit qui danse) Bandages	Unit 8 Notebook (staffwork/French folder) La Jolie Ronde CD (Yr6 IWB resources/ Sound CD) House flashcards www.babelzone Developing French (Livre 1)



Knowledge Progression



Year 5/6 Modern Foreign Languages Cycle 2

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?

La Salle de Classe

Les Vêtements

Le Corps

La Maison
(Extra Unit)

MFL1 - Hold a simple conversation with at least 6 exchanges whilst expressing an opinion.
MFL2 - Use pronunciation and intonation correctly for majority of speaking.
MFL3 - Use their knowledge of grammar to speak correctly.
MFL4 - Understand the key points from a short, spoken passage/song.

POWERFUL KNOWLEDGE:

MFL5 - Use language knowledge to make accurate guesses as to what words/phrases mean.
MFL6 - Read sentences and be able to order them correctly so that they make sense.
MFL7 - Write a sentence/short paragraph on a familiar topic with few errors.
MFL8 - Understand and use negatives correctly.
MFL9 - Recognise the different pronouns.

POWERFUL KNOWLEDGE:

Our children will:

MFL10 - Hold a simple conversation asking for information in a classroom (eg objects in a pencil case).
MFL11 - Use classroom vocab to join in with a french song.
MFL12 - Understand the key points from a short conversation carried out in a classroom.
MFL13 - Read a paragraph outlining different school subjects.
MFL14 - Write a short sentences/passage to describe what is in the classroom/pencil case.
MFL15 - Use negatives to explain that they don't have certain objects in a pencil case.
MFL16 - **Challenge** – recognise different prepositions: dans/sous/sur/devant/derrière.

HOW DOES THIS LOOK AT TRANMERE?

- Use bilingual dictionaries confidently to find meanings and gender of classroom objects.
- Learn song *L'Alphabet*.by memory and play hangman to practise pronunciation of alphabet.
- Record and present weather reports and write short weather reports from memory.
- Challenge game to label the classroom.
- Role plays with partner to ask for equipment, using correct: *je n'ai pas de*.
- Join in with song "*La Salle de Classe*" and learn chorus from memory.
- Use differentiated "*La Trousse*" cards to write sentences from memory.
- Games to practise months and dates.
- Complete listening grids responding to favourite lessons.

Assessment:

- **Speaking:** present a group sketch on La Salle de Classe with one pupil acting as teacher.
- **Reading:** Respond to questions on "Dans ma trousse il y a.." sheet (differentiated)

POWERFUL KNOWLEDGE:

Our children will:

MFL19 - Hold a simple conversation to describe the different items of clothing being worn by yourself and other people.
MFL20 - Understand the key points about what somebody is wearing.
MFL21 - Read sentences and paragraphs on different school uniforms and understand the main points.
MFL22 - Write a sentence/short paragraph on what someone is wearing with few errors.
MFL23 - Use their knowledge of grammar to speak/write correctly (e.g., adjectival agreement of colours and size of clothes).
MFL24 - Use pronouns Je/Tu/Il/Elle correctly with correct conjugation of verbs.
MFL25 - **Challenge** – extend sentences using conjunctions.

HOW DOES THIS LOOK AT TRANMERE?

- Use bilingual dictionaries confidently to find meanings and gender of clothes.
- Join in with song "*Dans la machine a laver..*" and learn a verse by memory.
- Use real items of fancy-dress clothing to respond to instructions on clothes.
- Funny posters: In pairs, use magazines to mix heads/bodies/legs and write sentences about what wearing using colours and size and add an opinion.
- Listen and respond to a story "*Histoire du Roi Vert*".
- Put on and record class fashion show using real clothes items and props.
- Play Lotto with items of clothing.
- **Challenge:** Add own verse to poem "*Sur le fil a secher le linge*"

Assessment:

- **Listening:** Listen to authentic French speakers discussing what they are wearing and translate.
- **Writing:** Write sentence/short paragraph from memory about what school uniform wear (Extension – to give an opinion)

POWERFUL KNOWLEDGE:

Our children will:

MFL26 - Hold a simple conversation to describe an illness.
MFL27 - Understand the key vocab from a short description paying particular attention to body parts.
MFL28 - Read a short story with focus on the body and pick out the key elements.
MFL29 - Write a sentence/short paragraph to describe a person/creature with few errors.
MFL30 - Use their knowledge of grammar to place adjectives in sentences in the correct place (colour and size).

HOW DOES THIS LOOK AT TRANMERE?

- Play bingo to practise numbers to 100.
- Label life size drawings using post-its.
- Draw and label "funny bodies" using bilingual dictionaries to find gender.
- Play "Blind Artist" (Responding to instructions to draw faces/bodies).
- Join in with song "*Jean Petit qui danse*".
- Watch Early Start clip on French children playing Simon says in English and pick out key information.
- Play "Twister" following instructions in French.
- Perform Hokey Cokey in French to practise body parts and prepositions.
- **Read 'Va-t'en, Grand Monstre Vert!' – Mary Myatt link**

Assessment:

- **Speaking:** Role play in pairs at doctors to show short conversation incorporating knowledge of *mal à la / mal au*
- **Reading:** Read description of two strange creatures and draw accurately.

POWERFUL KNOWLEDGE:

Our children will:

MFL31 - Produce a short presentation demonstrating vocab related to different rooms.
MFL32 - Understand the key vocab from short descriptions about houses/apartments.
MFL33 - Use language knowledge to make accurate guesses after reading descriptions of different dwellings and their gardens.
MFL34 - Write a sentence/short paragraph to describe the different rooms found in own house.
MFL35 - Use their knowledge of grammar to form compound sentences using conjunctions/ prepositions (*dans*).

HOW DOES THIS LOOK AT TRANMERE?

- Dictionary challenge race to find the different rooms in a house.
- Use dice to play "*Pièce de la Maison*" game - House Bingo.
- Watch and respond to La Maison ([www.babelzone](http://www.babelzone.com)).
- Create own sentences by building up familiar vocab: *Dans ma maison il y a....*

Assessment:

- **Listening:** Respond by answering questions on a passage read by authentic French speaker on house description.
- **Writing:** Written presentation with diagrams to include simple and compound sentences describing what is in "*Ma Maison Idéale*"