



# Knowledge Progression



## Year 3/4 Modern Foreign Languages Cycle 2

	La France/Je me presente Les Vetements	Les Salutations Les Dinosaures (Topic Link)	Quelle est la Date?	Les Couleurs	J'ai faim	Une Histoire Revision
Key Vocabulary	<p><b>La France/Je me presente:</b> 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'ai .....ans</p> <p>Vrai/faux</p> <p>Ecoutez/Regardez/Levez-vous/Asseyez – vous/Silence! Un, deux, trois.....vingt</p> <p><b>Les vetements:</b> Je porte / le weekend</p> <p><b>Une</b> chemise/jupe <b>Un</b> jean/pantalon/short/pull/sweat/chapeau <b>Des</b> chaussettes/chaussures Bleu/vert/jaune/rouge</p>	<p><b>Les Salutations:</b> Bonjour/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 Quelle est ta couleur preferee? Rouge/bleu/vert/marron/noir/violet jaune</p> <p><b>Les Dinosaures;</b> <b>Le</b> cou/dos <b>La</b> tete/queue <b>Les</b> yeux/dents/pattes/griffes/ecailles Tyrannosaure/Brontosauure/Stegosauure/ Pterodactyle/ Carnivore/herbivore Les couleurs Au bord du lac/ Dans la foret</p>	<p>Lundi/mardi/mercredi/jeudi/vendredi/ Samedi/dimanche</p> <p>Le weekend une semaine/un jour/un mois</p> <p>janvier/fevrier/mars/avril/mai/juin/juille t/aout/septembre/octobre/novembre/d ecembre</p> <p>Quelle est la date de ton anniversaire?</p> <p>Quel est ton jour prefere? Quel est ton mois prefere?</p> <p>Mon jour prefere c'est... Mon mois prefere c'est....</p> <p>Un, deux trois..... trente et un</p>	<p>Orange/bleu/rose/rouge/blanc/noir/violet/ marron/jaune/vert/gris</p> <p><b>Challenge:</b> 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.....</p>	<p>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</p> <p>Lundi/mardi/mercredi/jeudi/vendred i/samedi/ dimance</p> <p>Petit/petite/grand/grande</p>	<p>Le Grand Gros Navet</p> <p>J'arrive</p> <p>Maman/Papa Le chien/Le chat/La souris</p> <p>Il tire et il tire mais impossible.</p>
Previous knowledge/ Learning	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt to count to 10 by memory</li> <li>- Learnt to count to 20 with support.</li> <li>- Responded to a range of classroom instructions.</li> <li>- Learnt some items of clothing</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt the expressions Bonjour/Au revoir/Salut</li> <li>- Responded to Comment ca va?</li> <li>- Learnt to recognise colours</li> <li>- Used the word <i>merci</i></li> <li>- Learnt the parts of the body from the song Heads Shoulders Knees and Toes</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt to count to 10 by memory</li> <li>- Learnt to count to 20 with support.</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt the basic colours</li> <li>- Joined in with the song <i>L'elephant est gros et gris</i></li> <li>- Learnt the words <i>petit/grand</i></li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Heard and responded to the vocab for <i>petit/grand</i>.</li> <li>- Been introduced to basic food items (eg baguette/fromage)</li> <li>- Learnt to count to 10</li> <li>- Recognised the pronoun <i>Je = I</i></li> <li>- Learnt the conjunction <i>et</i></li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt the pronoun <i>Je = I</i></li> <li>- Learnt the words Maman/Papa/chien/chat</li> </ul>
N.C. Objectives	<ol style="list-style-type: none"> <li>1. Listen attentively to spoken language and show understanding by joining in and responding</li> <li>2. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>3. Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>4. Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>6. Present ideas and information orally to a range of audiences*</li> <li>7. Read carefully and show understanding of words, phrases and simple writing</li> <li>8. Appreciate stories, songs, poems and rhymes in the language</li> <li>9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</li> <li>10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>11. Describe people, places, things and actions orally* and in writing</li> <li>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</li> </ol>					
Resources	<p>Unit 8/9 Notebook (staff work/French folder) <a href="http://www.babelzone">www.babelzone</a> Early Start DVD (Salut) Copy of Le Chapeau Items of clothing Transcript for Assessment</p>	<p>Unit 10 Notebook (staff work/French folder) Early Start DVD (Salut) Ca va Suduko sheets Copy of <i>Brob le Dinsaure</i> Images of Dinosaurs for Assessment</p>	<p>Unit 11 Notebook (staffwork/French folder ) <a href="http://www.babelzone">www.babelzone</a> Dice CD Singing French Early Start (Salut) List of Dates for Assessment</p>	<p>Unit 12 Notebook (staff work/French) Elmer story book Elmer templates <a href="http://www.babelzone">www.babelzone</a> CD Chante en Francais CD Entre dansd le Ronde (KS1)</p>	<p>Unit 13 Notebook (staffwork/French folder) <a href="http://www.babelzone">www.babelzone</a> CD Chante en Francais Food flashcard Copy of La chenille qui a fait des trous Book inserts and front cover.</p>	<p>100 Primary Activities Le Grand Gros Navet</p>



# Powerful Knowledge

## Year 3/4 Modern Foreign Languages Cycle 2



	La France/Je me presente Les Vetements	Les Salutations Les Dinosaures (Topic Link)	Quelle est la Date?	Les Couleurs	J'ai faim	Une Histoire Revision
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>					
	<ul style="list-style-type: none"> <li>- Hold a simple conversation with at least 3 to 4 exchanges.</li> <li>- Use pronunciation and intonation correctly for the majority of speaking.</li> <li>- Use language knowledge to make accurate guesses as to what words/phrases mean.</li> <li>- Understand the key points from a short, spoken passage/song.</li> </ul>					
	<u>POWERFUL KNOWLEDGE:</u> Our children will: <ul style="list-style-type: none"> <li>- Name and describe the clothes outlined in the key vocab.</li> <li>- Copy simple sentences about self correctly.</li> <li>- Write some items of clothing from memory.</li> <li>- Pick out key clothes vocab from a short story.</li> </ul> <u>HOW DOES THIS LOOK AT TRANMERE?</u> <ul style="list-style-type: none"> <li>- Use large map of France to role play being a French person with rest of class asking questions.</li> <li>- Play <i>Vrai/Faux</i> with statements about France to learn more about the country.</li> <li>- Memory games from <a href="http://www.babelzone">www.babelzone</a> to practise colours/numbers.</li> <li>- Produce a Moi poster writing simple sentences about self/ make one as a French pupil</li> <li>- Produce a numbers poster to practise writing the words.</li> <li>- Use real items of clothing to dress up and describe what wearing with a colour added.</li> <li>- Play <i>Acheter une jupe</i> <a href="http://www.babelzone">www.babelzone</a>.</li> <li>- Use bilingual dictionaries to work out what has been bought</li> <li>- Write simple sentences from memory using correct pronouns eg <i>Je porte...</i> (Challenge to add different pronouns <i>il/elle/tu</i>)</li> <li>- Read and follow <i>Le Chapeau</i> story</li> </ul> <b>Assessment:</b> <b>Listening:</b> Listen to short passage and respond by drawing the clothes items and correct colour that the people are wearing.	<u>POWERFUL KNOWLEDGE:</u> Our children will: <ul style="list-style-type: none"> <li>- Name and describe dinosaurs.</li> <li>- Use different greetings for different times of day.</li> <li>- Copy some simple sentences about dinosaurs correctly and spell the colours correctly from memory.</li> <li>- Pick out key body dinosaur names from a short story.</li> </ul> <u>HOW DOES THIS LOOK AT TRANMERE?</u> <ul style="list-style-type: none"> <li>- Learn the poem <i>Comment ca va Fabien?</i> by memory and perform in groups.</li> <li>- Perform role play with partner with 3/ to 5 exchanges to greet each other and ask questions.</li> <li>- Carry out a class survey to find favourite colour and record on bar chart.</li> <li>- Complete a Ca va Sudoku sheet</li> <li>- Use Ca va? Sheets to complete a listening grid.</li> <li>- Sing Head/Shoulders Knees and toes to revise body parts from KS!</li> <li>- Draw and label funny dinosaurs to practise adjective placement and agreement.</li> <li>- Create a colour by numbers dinosaur.</li> <li>- Listen to the story "<i>Brob le Dinosaur</i>" and respond with action when hear key words.</li> </ul> <b>Assessment:</b> <b>Writing:</b> write simple sentences for each dinosaur diagram (use <i>il/elle/and</i> colours. Challenge to include <i>petit/grand</i> in correct place)	<u>POWERFUL KNOWLEDGE:</u> Our children will: <ul style="list-style-type: none"> <li>- Describe the different birthday dates for family members.</li> <li>- Write some days of the week from memory.</li> <li>- Recognise days of the week and months from a song.</li> <li>- Pick out days and moths from a list.</li> <li>- Recognise the different personal pronouns: <i>mon/ton</i></li> </ul> <u>HOW DOES THIS LOOK AT TRANMERE?</u> <ul style="list-style-type: none"> <li>- Learn the Marching song for days of the week.</li> <li>- Play Kims Game to see which day is missing</li> <li>- Spot the deliberate mistakes in spellings of days/months.</li> <li>- <a href="http://www.babelzone">www.babelzone</a> Follow and join in with the story <i>Une semaine</i></li> <li>- Use dice to play <i>Une semaine</i> game with partner (1= lundi/2= mardi etc)</li> <li>- Watch and respond to Early Start clips. (<i>Quelle est la Date?</i> chapter.)</li> <li>- Join in with <i>Quelle est la date?</i> song.</li> <li>- Practise writing simple sentences showing dates of different celebration days in French (eg Bastille Day/Remembrance Day/Christmas etc)</li> </ul> <b>Assessment:</b> <b>Reading:</b> Translate a list of dates into English.	<u>POWERFUL KNOWLEDGE:</u> Our children will: <ul style="list-style-type: none"> <li>- Name and describe a character.</li> <li>- Write some colours by memory.</li> <li>- Pick out pronouns and colours and adjectives from a short story.</li> <li>- Recognise colours when read aloud.</li> <li>- Start to use conjunctions to link sentences.</li> </ul> <u>HOW DOES THIS LOOK AT TRANMERE?</u> <ul style="list-style-type: none"> <li>- Play Colour Lotto</li> <li>- Follow colour by number instructions to colour in Elmer.</li> <li>- Listen to Elmer story in French.</li> <li>- Recite and act out Elmer story in small groups.</li> <li>- Use chopped up sentences to construct their own Elmer story.</li> <li>- Lean "<i>L'elephant est gros et gris</i>" by memory and write out song</li> <li>- Read and respond to <i>Le Roi Bleu</i> <a href="http://www.babelzone">www.babelzone</a></li> <li>- Produce their own page on a multi-coloured animal (Challenge: ensure feminine adjectives are used)</li> </ul> <b>Assessment:</b> <b>Listening:</b> complete Listening grid on Elmer responding to his colour/personality	<u>POWERFUL KNOWLEDGE:</u> Our children will: <ul style="list-style-type: none"> <li>- Name and describe fruit and confectionary items from the Hungry Caterpillar.</li> <li>- Follow a short story and pick out the words for fruit and family members.</li> <li>- Listen to a children's story and pick out vocab for days and food.</li> <li>- Begin to write some fruits from memory.</li> <li>- Use <i>le/la</i> correctly to determine gender.</li> </ul> <u>HOW DOES THIS LOOK AT TRANMERE?</u> <ul style="list-style-type: none"> <li>- Follow <i>La Famille Fruit</i> story <a href="http://www.babelzone">www.babelzone</a></li> <li>- Join in with song "<i>C'est bon pour la sante</i>" and respond by holding up correct food image when hear in song.</li> <li>- Complete a Mele des Fruits (wordsesarch)</li> <li>- Play Memoire des Fruits <a href="http://www.babelzone">www.babelzone</a></li> <li>- Listen to <i>La chenille qui fait des trous</i> (Hungry Caterpillar)</li> <li>- Create own version of book using <i>Je mange...</i> and showing correct use of masculine and feminine articles.</li> <li>- Read their books to children in KS1</li> </ul> <b>Assessment:</b> <b>Speaking:</b> Record pupils reading their stories	<u>POWERFUL KNOWLEDGE:</u> Our children will: <ul style="list-style-type: none"> <li>- Name some key vocab from a traditional story. The Big Fat Turnip.</li> <li>- Listen to a traditional story and pick out the key vocab and family members.</li> </ul> <u>HOW DOES THIS LOOK AT TRANMERE?</u> <ul style="list-style-type: none"> <li>- Watch Le Grand Gros Navet and join in with the repeated sentences.</li> <li>- Play the IWB games on 100 Primary Activities to practise the new vocab.</li> <li>- In small groups practise acting out the story and present to rest of class.</li> <li>- <b>Revision unit:</b> any time left to be spent on activities/games to consolidate vocab covered throughout the year.</li> </ul> <b>Assessment: N/A</b>