



# 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	<p><b>Le</b> village/toucan/maki/papillon/perroquet/constricteur/caméléon. <b>La</b> grenouille aborigène/paresse Les parasites</p> <p>J'aime les makis/ Je n'aime pas les perroquets.</p> <p>Rouge/bleu/vert/noir/violet/rose/jaune</p> <p>Un, deux, trois, quatre..... trente</p> <p>Mon animal préféré c'est le/la</p>	<p><b>Le</b> père/grand-père/frère <b>La</b> mère/grand-mère/sœur</p> <p><b>Challenge:</b> L'oncle/La tante/cousin/cousine</p> <p>Mon / Ma/ Mes Voici Je m'appelle/Il s'appelle/Elle s'appelle J'ai ... ans/Il/Elle a ....ans</p> <p><b>Joyeux Noel</b> Le sapin/Le bonhomme de neige/Papa Noel/ Le Renne/ L'Etoile</p>	<p><b>La</b> tête/bouche <b>Le</b> nez <b>Les</b> oreilles/yeux/dents</p> <p><b>Le</b> bras/genou/pied/ventre <b>La</b> jambe/main/ L'épaule</p> <p>Jacques a dit.....</p> <p>Le bras rouge/ les oreilles jaunes</p>	<p>Lille/Paris/Bordeaux/Nice</p> <p>Quel temps fait-il? Il fait froid/chaud Il pleut/neige</p> <p><b>Challenge:</b> Il y a du soleil / il y a du vent/ il y a de l'orage.</p> <p><b>A</b> Paris ..... <b>et</b> à Nice .....</p> <p><b>Challenge:</b> mais</p>	<p>Je m'appelle/ J'ai ....ans/J'habite....</p> <p><b>Le</b> lion/papillon/mouton/cochon Voici/ et Petit/petite/grand/grande Bleu/rouge/vert/jaune/violet <b>Challenge:</b> bleue/verte/violette <b>Le</b> chat/chien/lapin <b>La</b> tortue / L'oiseau Les chats/oiseaux Tu as un animal? J'ai un chien etc <b>Challenge:</b> Je n'ai pas <b>de</b> chien</p>	<p>Aller/manger/jouer/danser/regarder</p> <p>Jouer <b>au</b> foot/aller <b>au</b> parc/manger <b>au</b> restaurant.</p> <p>Lire/nager</p> <p>Challenge: je lis /je nage Tu aimes? J'aime/Je n'aime pas J'adore/Je déteste Et/mais Au feu les pompiers! Pétanque</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>- Learnt to recognise French colours when spoken</li> <li>- Learnt to read French colours.</li> <li>- Responded to a range of classroom instructions.</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt <i>maman/papa</i></li> <li>- Learnt to recognise colours</li> <li>- Understood the expression <i>Je m'appelle</i></li> <li>- Learnt the expression <i>Joyeux Noel</i>.</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Joined in with the song: Heads/Shoulders/Knees and Toes in French.</li> <li>- Responded to Comment ça va?</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Heard and responded to the expressions <i>Il fait froid/chaud/ Il neige/il pleut</i>.</li> <li>- Been introduced to the expression "<i>Quel temps fait-il?</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>- Learnt the words for cat and dog</li> <li>- Learnt vocab for some insects, including <i>papillon</i> during their topic on insects and flowers.</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Heard and responded to the verbs: <i>danser/regarder/</i></li> <li>- Learnt the conjunction <i>et</i></li> <li>- Learnt the expressions <i>J'aime/je n'aime pas</i>.</li> <li>- Learnt the pronoun <i>Je = I</i></li> </ul>	
N.C. Objectives	<ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>• Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>• Present ideas and information orally to a range of audiences*</li> <li>• Read carefully and show understanding of words, phrases and simple writing</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• 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>• Write phrases from memory, and adapt these to create new sentences, to express ideas clearly</li> <li>• Describe people, places, things and actions orally* and in writing</li> <li>• 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> </ul>						
Resources	<p>Unit 1 Notebook (staff work/French folder)</p> <p><a href="http://www.babelzone">www.babelzone</a></p> <p>Early Start DVD (Salut)</p> <p>Animal flashcards</p> <p>Tapuya passage</p>	<p>Unit 3 Notebook (staff work/French folder)</p> <p><a href="http://www.babelzone">www.babelzone</a></p> <p>Early Start DVD (Salut)</p> <p>Family photos</p> <p>Christmas puppets</p> <p>Youpi Père Noel song words.</p>	<p>Unit 4 Notebook (staffwork/French folder)</p> <p>La Jolie Ronde CD (Yr 3 IWB resources)</p> <p><a href="http://www.youtube">www.youtube</a> (Jean Petit qui danse)</p> <p>Early Start DVD (Ici et Là)</p> <p>Twister games</p> <p>Le Monstre passage</p>	<p>Unit 5 Notebook (staff work/French folder)</p> <p>La Jolie Ronde CD (Yr 3 IWB resources)</p> <p><a href="http://www.youtube">www.youtube</a> (Jean Petit qui danse)</p> <p>Early Start DVD (Ici et Là)</p> <p>Twister games</p> <p>Le Monstre passage</p>	<p>Unit 5 Notebook (staff work/French folder)</p> <p>Early Start DVD</p> <p>Weather flashcards</p> <p>Class set of mini maps</p> <p>CD (Singing French)</p> <p>Recording for Assessment.</p>	<p>Unit 6 Notebook (staffwork/French folder)</p> <p>(staffwork/French folder)</p> <p>La Jolie Ronde CD (Yr4IWB resources/ Sound CD)</p> <p>IWB resources)</p> <p>Pet flashcards</p> <p>etc)</p> <p>CD Français, Français</p> <p>Survey sheets</p> <p>Ronde Yr 4)</p> <p>Examples of Pyramid poems.</p> <p>Early Start DVD (Unit 13)</p>	<p>Unit 7 Notebook</p> <p>La Jolie Ronde CD (Yr 4)</p> <p>Props (eg goggles/books)</p> <p>Early Start DVD</p> <p>Resource sheets (La Jolie)</p> <p>Sets of boules</p>



# Powerful Knowledge



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	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?	<p><b>POWERFUL KNOWLEDGE:</b></p> <p><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.</p> <p><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.</p> <p><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.</p>					
	<p><b>POWERFUL KNOWLEDGE:</b>  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.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Memory games from <a href="http://www.babelzone">www.babelzone</a> to practise colours/numbers.</li> <li>- Number and colour bingo.</li> <li>- Spot the deliberate mistakes (colours/numbers).</li> <li>- Group challenge to match correct animal words with images.</li> <li>- Practise using bilingual dictionaries to find meanings and gender of animals.</li> <li>- Lift the Flap – written activity to practise writing names of animals.</li> <li>- Produce a Rainforest Poster with simple sentences to practise <i>J'aime/Je n'aime pas...</i></li> <li>- Role play with partner to ask and answer question: <i>Quel est ton animal préféré?</i></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading:</b> Answer questions on Tapuya passage (either with teacher support or independently)</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  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.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Listen to <i>La Famille fruits</i> story on <a href="http://www.babelzone">www.babelzone</a>.</li> <li>- Listen to teacher describing own family using real life photos.</li> <li>- Listen to authentic French speakers talking about family Early Start video and pick out key information.</li> <li>- Write some simple sentences to introduce own family.</li> <li>- Join in with a French rap "<i>Ma famille</i>".</li> <li>- Use puppets to learn new vocab related to Christmas.</li> <li>- Join in with the Christmas song "<i>Youpi C'est Père Noel</i>".</li> <li>- Make Christmas decorations with French vocabulary on them.</li> <li>- Play Noel lotto.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Writing:</b> differentiated task to write words/sentences from memory relating to own family.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  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).</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Use La Jolie Ronde slides to practise definite and indefinite articles.</li> <li>- Create and write own simple sentences about their own monster to practise writing numbers.</li> <li>- Build on the above sentences to include colour adjectives showing the feminine and plural forms of these adjectives.</li> <li>- Listen to and join in with "<i>Savez-vous planter les choux</i>" <a href="http://www.youtube">www.youtube</a></li> <li>- Play body lotto.</li> <li>- Play Twister following French instructions.</li> <li>- Listen to instructions and draw own monster/head with eyes closed (Blind Artist).</li> <li>- Join in with <i>Jean Petit qui danse</i>" <a href="http://www.youtube">www.youtube</a> (Karaoke version). Watch Early Start DVD (Ici et Là) and pick out key information from the Ballet lesson and Magic trick clips).</li> <li>- Read their <i>Le Monstre</i> books to class buddies in KS1.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading:</b> Translate <i>Le Monstre</i> passage and draw in books.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  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.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Locate French towns on a French map and respond to a short, spoken weather report (single sentence) for each town.</li> <li>- Play "Guess the Weather" game to practise pronunciation.</li> <li>- Use maps to produce a weather report with a partner.</li> <li>- Perform weather reports to class.</li> <li>- Join in with the song "<i>Quel temps fait-il</i>" and learn the song by memory.</li> <li>- Use mini maps to write a short weather report in books using connectives: <i>et</i> and <i>mais</i> to link sentences.</li> <li>- Make a class weather chart. Join in with song "<i>Jean Petit qui danse</i>".</li> <li>- Watch and respond to Early Start clip on French children talking about the weather.</li> <li>- Play <i>Jacques a dit</i> (Simon says).</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Listening:</b> Complete Listening grid to respond to a weather report read by an authentic French speaker.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  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 (<b>s</b> or <b>eaux</b>).</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Using the animal images to practise the –<b>on</b> sound in French.</li> <li>- Write own silly sentences about the –<b>on</b> animals placing the adjectives correctly (Eg <i>petit/grand precede</i> and colours follow)</li> <li>- Play "Guess which pet is missing".</li> <li>- Listen to "Animal Rap" and join in when recognise the name of an animal learnt.</li> <li>- Listen and respond to Early Start DVD of French children talking about pets.</li> <li>- Use Jolie Ronde resources to convert singular to plural nouns.</li> <li>- Construct human sentences to practise the expressions <i>J'ai.../Je n'ai pas de...</i></li> <li>- Carry out a class survey using the question <i>Tu as....?</i> Construct a bar chart to present which is the most popular pet.</li> </ul> <p><b>Assessment:</b></p> <p><b>Writing:</b> write simple sentences to produce an animal pyramid poem (building up adjectives thinking about place and agreement)</p>	<p><b>POWERFUL KNOWLEDGE:</b>  Our children will:  <ul style="list-style-type: none"> <li>- Listen and respond to imperative verb vocab.</li> <li>- Write some hobbies from memory.</li> <li>- Pick out key hobby vocab from a short, written passage.</li> <li>- Recognise the infinitive of verbs.</li> </ul> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Introduce infinitives by listening and reading the verbs and recognising the –<i>er</i> sound.</li> <li>- Join in with rhyme: <i>Au feu les pompiers</i> and listen out for the –<i>ay</i></li> <li>- Miming games to respond and act out the verbs (<i>manger/ aller/ danser/ regarder/jouer</i>).</li> <li>- Sequence verbs and perform Mexican wave against the clock.</li> <li>- Fill in the missing letters for sentences describing hobbies.</li> <li>- Listen to French children talking about their hobbies.</li> <li>- Produce hobby posters.</li> <li>- Class Boules championship.</li> </ul> <p><b>Assessment:</b></p> <p><b>Reading:</b> Answer questions on hobby paragraph.</p> </p>