



# Knowledge Progression



## Year 5/6 Modern Foreign Languages Cycle 1

	En Ville	Joyeux Noel/Joyeuses Pâques	Les Passe-Temps	La Famille	J'ai faim
Key Vocabulary	<p>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.....  <b>Un</b> café/supermarché/magasin/stade/cinéma/musée  <b>Une</b> poste/banque/piscine/mairie/bibliothèque/église/gare            grand/grande petit/petite  <b>La</b> boulangerie/boucherie/poissonnerie/creperie  <b>Le</b> fleuriste            Tournez/Continuez/Arretez/            A droite/A gauche/tout droit/au coin/ au centre            J'aime ma ville car c'est intéressant.  <b>Challenge :</b>            Je n'aime pas ma ville car c'est ennuyeux.</p>	<p><b>Joyeux Noel!</b>            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  <b>Joyeuses Pâques!</b>            L'oeuf/Le lapin/Les cloches/Les fleurs/Le chocolat</p>	<p>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 <b>au</b> football            Je joue <b>du</b> piano/<b>de</b> 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  <b>Challenge:</b>            Ecouter de la musique            Jouer a l'ordinateur</p>	<p><b>Mon</b> père/frère/grand-père/oncle/cousin  <b>Ma</b> mère/soeur/grand-mère/tante/cousine  <b>Mes</b> parents/grands-parents            (demi –frère/ beau-père/belle-mère)            Il s'appelle/habite/a.....ans            Elle s'appelle/habite/a.....ans  <b>Il est.../Elle est....</b>            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</p>	<p><b>Les</b> frites/pommes frites/chips/bonbons  <b>Le</b> fromage/le jambon  <b>Un</b> sandwich (au jambon/ a la confiture)  <b>La</b> limonade/le coca/jus d'orange  <b>Le</b> 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 <b>au</b> chocolat/citron/            Une glace à <b>la</b> fraise/vanille/pistache/menthe            Une boule/deux boules            Un pot             Je mange/J'ai mange</p>
Previous knowledge/ Learning	<p>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.</p>	<p>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.</p>	<p>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>.</p>	<p>In KS1, our children will have:            - Learnt to say <i>Je m'appelle/J'habite/J'ai .....ans</i>.            - Learnt the words for <i>maman/papa</i>            - Learnt nmes 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 <b>mon/ma</b>            - Been introduced to personal pronouns <b>il/elle</b>            - 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.</p>	<p>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 l' 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.</p>
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)            La Jolie Ronde CD (Yr 5 IWB resources)            Early Start DVD (Ou habites-tu?)            Building/shop flashcards  <a href="https://www.youtube.com">https://www.youtube.com</a>            Ma Ville sheet/ En ville il ya sheet            Human sentence cards (JR Less 1/pt4)            Pass the Parcel (JR Less 2 p6,7,8)  <a href="http://www.primaryresources.com">www.primaryresources.com</a> / <a href="http://www.babelzone.com">www.babelzone.com</a></p>	<p>La Jolie Ronde Joyeux Noel Book/CD            Card and inserts for book making  <a href="http://www.babelzone.com">www.babelzone.com</a></p>	<p>Unit 2 Notebook (staff work/French folder)            La Jolie Ronde CD (Yr 5 IWB resources)            Singing French CD  <a href="https://www.youtube.com">https://www.youtube.com</a>  <a href="http://www.babelzone.com">www.babelzone.com</a>            Early Start DVD (ou habites-tu?)</p>	<p>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  <a href="http://www.babelzone.com">www.babelzone.com</a></p>	<p>Unit 4 Notebook (staff work/French folder)            La Jolie Ronde CD (Yr 5 IWB resources)            Early Start DVD (Ou habites-tu?)            Menus from PGL            Laminated ice cream cones            French food packaging  <a href="http://www.babelzone.com">www.babelzone.com</a>            CD Chante en Français</p>



# Powerful Knowledge



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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?	<b>POWERFUL KNOWLEDGE:</b>				
	<p>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.</p> <p><b>POWERFUL KNOWLEDGE:</b>            Our children will:            MFL9 - Hold a conversation to ask for instructions to different buildings.            MFL10 - Follow a short passage read by a native speaker describing buildings in a town.            MFL11 - Write two or three sentences about what is found on a high street (shops/buildings).            MFL12 - Read a short passage to ascertain size and types of buildings found in town            MFL13 - Understand adjective placement and agreement (eg <i>petit/petite/grand/grande</i> placed before the noun).            MFL14 - Understand masc/feminine determiners and use conjunctions correctly to form compound sentences.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b>            Children will:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Play the Blindfold game to try and follow instructions from a partner.</li> <li>- Use bilingual dictionaries confidently to find meanings and gender of buildings/shops.</li> <li>- 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.</li> <li>- Join in with the song: <i>Je vais a l'école.</i></li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Speaking:</b> deliver an oral presentation on <i>Ma ville idéale.</i></li> <li>- <b>Reading:</b> answer questions on a short passage describing which buildings are in the main street.</li> </ul>	<p>MFL15 - Join in with a French Christmas song and learn from memory.            MFL16 - Present a short Christmas story to an audience.            MFL17 - Follow a short French story read by a native speaker and learn new vocab related to Christmas- <i>Le Bonhomme de Neige/</i> and Easter <i>Le Petit Poulet,</i></p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b>            Children will:</p> <ul style="list-style-type: none"> <li>- Learn and perform the song "<i>Oh là là il fait froid</i>" from memory at Christmas concert.</li> <li>- Practise writing French sentences to make their own Christmas book.</li> <li>- Read their book to a pupil from KS1.</li> <li>- Follow and pick out key information from an authentic Easter Story.</li> <li>- Make a French Easter card.</li> <li>- Learn about the French Easter tradition of the Pope filling the church bells with chocolate.</li> </ul> <p><b>Assessment:</b>            N/A</p>	<p>MFL18 - Ask and respond to questions about their hobbies.            MFL19 - Understand the key points from a short, spoken passage on different hobbies of French children.            MFL20 - Write two or three sentences about what hobbies are done on different days.            MFL21 - Understand the key points from a conversation to determine the difference between sports and instruments.            MFL22 - 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.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Children listen to teacher reading information on which sports are placed on certain days of the week and complete a listening grid.</li> <li>- Carry out role plays with a partner to discuss hobbies and give an opinion. The role plays will also involve questions.</li> <li>- Listen to native French speakers on the Early Start DVD talking about their favourite hobbies and pick out the key information.</li> <li>- Join in with a French song about hobbies and learn the chorus from memory.</li> <li>- Carry out class sondage (survey) to find out favourite hobbies and construct bar charts (maths link).</li> <li>- Carry out an inter class Boules championship.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Listening:</b> respond to French paragraph read by an authentic French speaker on hobbies.</li> <li>- <b>Writing:</b> write words/ sentence/ short paragraph from memory on which hobbies do on different days.</li> </ul>	<p>MFL5 - Read sentences and be able to order them correctly so that they make sense.            MFL6 - Understand the key points from a short, written passage/song.            MFL7 - Understand the difference between the infinitive of a verb and the conjugation with <i>Je/Tu/Il/Elle.</i>            MFL8 - Write two or three sentences on a familiar topic with few errors.</p> <p><b>POWERFUL KNOWLEDGE:</b>            Our children will:            MFL23 - 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.            MFL24 - Practise question and answer techniques to gather information about family.            MFL25 - Follow and join in with a French song about Family.            MFL26 - Understand the key points from a short, spoken passage introducing family members (name/age/where live/ profession – revision from KS1).            MFL27 - Understand a short written text about a family.            MFL28 - Use adjectives correctly (eg correct placement and agreement).            MFL29 - Use pronouns and correct conjugation – <i>il habite/ils habitent.</i></p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b>            Children will:</p> <ul style="list-style-type: none"> <li>- Carry out role plays with a partner to ask and answer questions about family.</li> <li>- Use <b>Maths skills</b> to collate and present findings of above role play in a graph to show how many brothers/sisters/only children the class has.</li> <li>- Listen to native French speakers talking about their families and pick out the key information.</li> <li>- Join in with a French song about family and learn the chorus from memory.</li> <li>- Write to their French penpals about their family and ask if they have brothers /sisters.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Speaking:</b> record conversations of children asking and answering questions on family/ aim for at least 6 exchanges.</li> <li>- <b>Reading:</b> answer questions on a short passage describing family and hobbies of family members (revision from Les Passe-Temps unit)</li> </ul>	<p>MFL30 - Hold simple conversations to ask for and buy items from shops/restaurants.            MFL31 - Respond to the question "<i>Quel parfum?</i>"            MFL32 - Understand the key points from a short, spoken passage of French children talking about breakfast items of food.            MFL33 - Write two or three sentences about what you like and dislike to eat.            MFL34 - Understand the key items from a menu/shopping list.            MFL35 - Use knowledge of grammar to determine between present and past tense (<i>je mange/ J'ai mangé</i>).</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b>            Children will:</p> <ul style="list-style-type: none"> <li>- Carry out role plays to ask/ answer questions about food using "<i>Qu'est-ce que tu aimes?</i>"</li> <li>- Listen to native French speakers talking about food and pick out the key information.</li> <li>- Write extended sentences using <i>mais/aussi/et</i></li> <li>- Write to their French penpals to tell them what their favourite foods are.</li> <li>- Translate authentic menus from PGL France.</li> <li>- Produce their own menus for an ideal meal.</li> <li>- Take part in French cheese tasting session (Culture link).</li> <li>- Ask for different flavours of ice cream whilst in France on residential.</li> <li>- Practise food vocab in restaurant at PGL France.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Listening:</b> Complete Listening Grid to respond to what diff people eat in a week.</li> <li>- <b>Reading:</b> Answer questions using Authentic French menu as the text.</li> <li>- <b>Writing:</b> Write short letter describing the foods you like and do not like.</li> </ul>