

Year 5/6 Modern Foreign Languages Cycle 2

	La Salle de Classe	Joyeux Noel/ Joyeuses Pâques	Les Vêtements	Le Corps	La Maison (Extra Unit)
Key Vocabulary	<p>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</p>	<p>Joyeux Noel! L'arbre de Noel Dans la forêt noire Il y a un/deux/trois grands sapins Il y a un sapin blanc Il y a deux sapins blancs Il y a un sapin vert Il neige La bougie Etoile de Noel Je brille Une jolie ronde Pour moi/pour toi</p> <p>Joyeuses Pâques! L'oeuf/Le lapin/Les cloches/Les fleurs/Le chocolat</p>	<p>Un pantalon/short/pull/chapeau Une jupe/robe Un maillot de bain Des lunettes de soleil</p> <p>Bleu/bleu vert/verte/ rose/rose etc Clair/foncé</p> <p>Je porte/ Tu portes/Il porte/Elle porte</p> <p>Les chaussettes/chaussures La chemise/la cravate Le sweat</p> <p>J'aime/Je n'aime pas le rouge Car... C'est super/joli/laid/super/cool</p> <p>Dans la machine à laver</p>	<p>Un – cent</p> <p>La Tête Les yeux/cheveux/oreilles/dents La bouche/gorge Le nez/cou</p> <p>Le corps L'épaule Le bras/genou/pied/ventre/dos La main/jambe</p> <p>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/paracétamol/préscription</p>	<p>Voici/ Il y a</p> <p>J'habite dans une maison J'habite dans un appartement</p> <p>Un salon/jardin/garage/balcon Une salle à manger/de bains Une chambre/cuisine</p> <p>En haut/ en bas</p> <p>Petit/grand/joli/ (precede noun) Superbe/magnifique /immense/ de luxe (follow noun)</p> <p>La fenêtre/ piscine Le volet</p> <p>Les lettres de l'alphabet</p>
Previous knowledge/ Learning	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> - 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 <p>In LKS2, our children will have:</p> <ul style="list-style-type: none"> - 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 	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> - Learnt to recognise colours - Learnt the expression <i>Joyeux Noel.</i> - Learnt the vocab grand/petit - Learnt to count to ten <p>In LKS2, our children will have:</p> <ul style="list-style-type: none"> - Learnt that majority of adjectives are placed after the noun. - Learnt that grand/petit are placed before the noun - Learnt all nouns are either masculine or feminine. - Learnt weather expression: <i>il neige.</i> 	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> - Understood <i>J'aime/Je n'aime pas</i> - Understood basic colours - Learnt to count to 10 <p>In LKS2, our children will have:</p> <ul style="list-style-type: none"> - 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. 	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> - Joined in with the song : Heads/Shoulders/Knees and Toes in French. - Understood basic colours - Learnt to count to 10 - Responded to <i>Comment ça va?</i> <p>In LKS2, our children will have:</p> <ul style="list-style-type: none"> - Learnt the vocab for basic parts of the face (<i>tete/nez/bouche/oreilles</i>) - Learnt vocab for basic parts of the body (<i>bras/jambe/pied/main</i>) - 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 	<p>In LKS2., our children will have:</p> <ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • 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	<p>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</p>	<p>La Jolie Ronde Joyeux Noel Book/CD Card and inserts for book making</p>	<p>Unit 6 Notebook (staffwork/French folder) La Jolie Ronde CD (Yr 6 IWB resources) Items of clothing Magazines CDs: Singing French www.babelzone</p>	<p>Unit 7 Notebook (staff work/French folder) Early Start DVD (ici et là) www.youtube (Jean Petit qui danse) Bandages</p>	<p>Unit 8 Notebook (staffwork/French folder) La Jolie Ronde CD (Yr6 IWB resources/ Sound CD) House flashcards www.babelzone Developing French (Livre 1)</p>



Knowledge Progression



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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?	<u>POWERFUL KNOWLEDGE:</u>				
	<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>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.</p>			
	<p><u>POWERFUL KNOWLEDGE:</u> 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.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> - 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: <i>je n'ai pas de</i>. - 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. <p>Assessment:</p> <ul style="list-style-type: none"> - 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) 	<p><u>POWERFUL KNOWLEDGE:</u> Our children will: MFL17 - Join in with a French song using Christmas vocab and learn from memory. MFL18 - Follow a short French story about Christmas/Easter read by a native speaker and learn new vocab related to Christmas.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u> Children will:</p> <ul style="list-style-type: none"> - Learn and perform the song "Etoile de Noel" from memory at Christmas concert. - Practise writing French sentences to make their own Christmas book. - Read their book to a pupil from KS1. - Follow and pick out key information from an authentic Easter Story. - Make a French Easter card. - Learn about the French Easter tradition of the Pope filling the church bells with chocolate. 	<p><u>POWERFUL KNOWLEDGE:</u> 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.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> - 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" <p>Assessment:</p> <ul style="list-style-type: none"> - 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) 	<p><u>POWERFUL KNOWLEDGE:</u> 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).</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> - 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. <p>Assessment:</p> <ul style="list-style-type: none"> - Speaking: Role play in pairs at doctors to show short conversation incorporating knowledge of <i>mal à la / mal au</i> - Reading: Read description of two strange creatures and draw accurately. 	<p><u>POWERFUL KNOWLEDGE:</u> 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 (<i>dans</i>).</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> - 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). - Create own sentences by building up familiar vocab: <i>Dans ma maison il y a...</i> <p>Assessment:</p> <ul style="list-style-type: none"> - 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"