

# Modern Foreign Languages-French Handbook



# MODERN FOREIGN LANGUAGES at Tranmere Park Primary School



## Intent – What is the purpose of our MFL curriculum?

At Tranmere Park Primary School, we believe that the study of languages should enable pupils to: study and work in other countries, broaden their horizons, converse fluently with others, explore cultures and strengthen their economic prospects. We believe that fostering a curiosity in languages helps to deepen their understanding of the world. We intend to:

- Captivate our pupils and stimulate their curiosity.
- Help our children know and understand the key concepts of 'Culture', 'Expression' and 'Communication.'
- Equip pupils with the linguistic skills of: speaking, reading, writing and listening in another language. They will understand the disciplinary knowledge of a being linguist based upon the three pillars of: Phonics, Vocabulary and Grammar.

In summary, the learning of another language is of great importance to our pupils and we believe that, the earlier they are introduced to this, the more confident and enthusiastic language learners they will become. Because of this, we intend to deliver an ambitious and coherently planned programme of study which enables our students to interpret, create and exchange meaning within and across cultures.

Our aim is to equip pupils with the foundations for learning further languages and ensure they understand the importance of tolerance and understanding of different cultures and languages in addition to their own as they grow up to become global citizens.

### Our Children will:

- Progress from speaking and listening to reading and writing as they move through school.
- Develop their confidence by accepting that it is ok to fail and mispronounce at first and that it is the "having a go" which is more important.
- Understand the importance of learning another language (eg their role as a global citizen)
- Develop an enthusiasm for communicating in another language.
- Understand and respond to spoken and written language from a variety of authentic sources.
- Discover an appreciation of a range of writing in the language studied.

### Our Teachers will:

- Provide pupils with a balanced curriculum to develop their speaking, listening, reading and writing skills.
- Encourage those pupils who show a real aptitude for language learning to develop their skills accordingly.
- Expose pupils to wide range of authentic material in the chosen language.
- Provide the pupils with language learning skills which they will be able to adapt moving forward to KS3, so enabling them to progress to learning further languages. understanding of those in their care.
- Encourage our pupils to make substantial progress in French.

## Implementation – How do we do it?

### The Learning Journey

Because of our passion for languages, our children commence their language learning in EYFS with weekly sessions of 15 minutes, progressing to weekly lessons of 30 minutes in KS1. We firmly believe that early language acquisition skills are key in facilitating the children's understanding of the patterns of language and encourages comparisons with English. The focus in EYFS and KS1 is very much on developing speaking and listening skills and children are taught using songs, rhymes and games, with lots of repetition. As the children progress to KS2, more reading and writing tasks are introduced and weekly 60-minute lessons are planned to ensure an equal balance of all four language learning skills (speaking, listening, reading and writing).

The children develop their knowledge and competence by revisiting vocabulary but extending it from single words, to sentences with the aim of writing and understanding short paragraphs by the end of KS2. La Jolie Ronde Scheme of Work is used across school as a basis for planning, but this is also supplemented by other resources such as The Early Start packs and we place a great emphasis on exposing the children to a wide variety of songs, stories, poems and rhymes.

Cross-curricular links are made wherever possible and many of our French topics are linked to the half-termly topics. In addition, any grammar taught is linked to that taught as part of our English curriculum. Authentic material is used frequently, and this is particularly effective in extending our gifted and talented pupils. These pupils are also targeted through our annual "Challenge Days" when pupils across school work on a project to enhance their skills.

We have a wide selection of resources suitable for each Key Stage including authentic French reading books, DVDs and games. Tranmere Park has developed a link with the François Mitterrand College in Veynes, and pupils in Year 6 correspond with a pen pal which enables them to "write for a reason". Furthermore, Year 6 pupils have also been able to practise their language skills in real life situations during our annual residential to France which has taken place for the last 7 years.

French is generally taught by the class teacher but the two specialist language teachers working in school are used to assist with training and support for those staff who feel less confident.

### Assessment

– **Short-term** assessments aim to assess the children's learning informally on a lesson-by- lesson basis and are key to our curriculum. These could include observations of groups, analysis of whole class feedback, the marking of work or short tests, either in written or oral form.

– **Medium-term** assessments are completed at the end of a half-term and individual pupil results are placed on O-Track (a data management system). The EYFS class teacher also keeps a highlighted grid, to show progress within the age bands outlined in 'Development Matters.' These grids are kept in the assessment folders within classrooms.

– **Long-term** assessments assess our children against national expectations. These are also used to provide extra information about individual children's attainment and progress so that the teacher can report to the next teacher and the child's parent. Furthermore, data will be used by SLT to brief the governing body, the staff and the LEA on overall progress towards the school's end of year targets.

### Monitoring

The MFL subject leader will use their expertise to support other teachers through timely feedback, coaching and support. Completing an annual deep dive into MFL, they will undertake: learning walks, pupil and teacher interviews and will scrutinise assessment data. Additionally, regular staff consultations and questionnaires are used to identify any areas for development. This information is used to develop the focus for future CPD in the subject.

## Impact – What knowledge and skills are obtained?

Our carefully planned assessment procedures ensure a progression of skills that our pupils enjoy and thrive under as they move through school. Said knowledge progressions have now been adapted by local primaries within our cluster as an example of good practice.

### At Tranmere Park, every pupil will:

- Leave the school with the skills to be confident linguists who have a strong awareness of cultural differences and a curiosity about the wider world.
- Be inspired to go and explore the wider world, embracing all the culture and learning that promotes.
- Be challenged so that they achieve national expectation by the end of KS2.
- Respond confidently when asked to: speak, listen, read and write in French.
- Develop a clear understanding of the importance of speaking another language and a show a keen understanding of how being equipped with these skills will afford them the greatest opportunities to enjoy success in KS3.
- Recognise themselves as global citizens and will be aware of the importance of understanding and appreciating other cultures.
- Have their successes celebrated and will respond to this enthusiastically and with a willingness to 'have a go'.

Further to the above, our Curriculum, at Tranmere Park, is designed to ensure that each child is a confident and successful learner who demonstrates our core values:

The Team Tranmere Way					
<i>Be Yourself</i>		<i>Be Your Best</i>		<i>Be Team Tranmere</i>	
Our children will learn to like who they are; they respect themselves and live their lives in their own way, regardless of the opinions of others.		Our children 'give it everything they have got' to achieve their full potential across the curriculum.		Our children are a part of a community and have respect for the resources and people in it and that surround it.	
Our Learning Values and Behaviours					
<i>Self-Manager</i>	<i>Effective Participant</i>	<i>Independent Enquirer</i>	<i>Team Worker</i>	<i>Resourceful Thinker</i>	<i>Reflective Learner</i>
Our children set their own goals and manage their own time, motivation and concentration.	Our children participate in lessons and persuade and encourage others to do so.	Our children set goals for their research with clear success criteria.	Our children understand that we are stronger together and implement this.	Our children are problem-solvers who can adapt to new or difficult situations.	Our children critically analyse their work ensuring future improvements.

## TEAM TRANMERE LEARNING BEHAVIOURS

 EFFECTIVE PARTICIPATOR



 TEAM WORKER



 SELF MANAGER



 REFLECTIVE LEARNER



 RESOURCEFUL THINKER



 INDEPENDENT ENQUIRER



## **MFL Education @ Tranmere Park**

At Tranmere Park Primary School, we believe the learning of another language should not be delayed until KS2. Research has shown that the critical period for acquisition of a second language peaks at the age of 7 in terms of correct pronunciation and therefore our MFL curriculum commences in EYFS to capture the children's interest and enthusiasm from an early age. As our children at this school are able to master the basic skills early, we are able to not only provide such an enriched curriculum, but furthermore, deliver a program that is ambitious. We strongly believe our children should find their talents, in order to leave us significantly advantaged before progressing with their learning journey into secondary school.

Our children are introduced to the listening and speaking skills initially before developing their reading and writing skills as they move up through school. They leave Tranmere with the understanding that communicating in another language is a lifelong skill to be valued and the confidence to transfer these skills to learning another language as they move through KS3.

A Challenge Day takes place every year to extend and further inspire those who are gifted and talented within the subject area.

## **Guidelines for MFL Education @ Tranmere Park**

MFL follows a two-year rolling cycle using La Jolie Ronde Scheme of Work supplemented by The Early Start Programme and the subject lead's own resources. All teachers have access and log in details to the online support material.

### **Cross-Curricular Links**

Wherever possible, the MFL curriculum is planned around Topics being studied by the children so enabling links to History, Geography, Science, Music and Art. History and Geography links are also made during our annual residential to France and the WW1 battlefields. In addition, links to our English curriculum (particularly grammar and spelling) are made as the children are introduced to new grammar points in French.

### **Parental Involvement**

Parents will be informed of the coverage within the MFL curriculum through the Long-Term Plans on our school website. These detail what is being taught at what points in the year.

### **MFL Resources**

The subject is well resourced with a class set of bilingual dictionaries available for use in KS2. Resources can be found in the store cupboard in Doves classroom and include a wide selection of French reading books, French games, posters and multiple sets of boules. The Early Start Programme has been purchased both in the physical format and online for all teachers to access to support their lessons. We also pay a yearly subscription to the Babelzone website which can be used to support lessons through the use of games, songs and traditional tales - all in the target language.



 <h2 style="text-align: center;">Knowledge Progression</h2> <p style="text-align: center;">EYFS Modern Foreign Languages Cycles 1 and 2</p> 						
	Bonjour	Numbers 1 - 5	Les Couleurs Les animaux du cirque (Topic link)	Quel temps fait-il? Les contes	Le Sport (Topic link)	A la Plage (Topic link)
Key Vocabulary	Bonjour/Salut Bonjour Madame Au revoir Ça va Merci  Comment t'appelles-tu ? Je m'appelle...  Laissez-vous Asséyez-vous Venez ici  Deux petits oiseaux	un deux trois quatre cinq <b>Challenge:</b> six sept huit neuf dix  Voici ma main	orange bleu rouge rose gris jaune vert noir blanc  un éléphant/un lion/un crocodile/un tigre  Joyeux Piqueux	Quel temps fait-il ? Il pleut Il neige Il fait chaud/froid  Les contes Boucles d'Or Maman/ bébé c'est bien juste au secours	le tennis le football le rugby le ski  j'aime/ je n'aime pas  je marche je cours je saute je nage	Le ciel/Le plage/Le soleil <b>Challenge:</b> La mer/Les vagues  Un bateau/un chien/un garçon/une fille <b>Challenge :</b> Un ballon/Un coq/lage/ Un parasol/Un palmier/Une serviette  A la plage Je vois...
Objectives	<ol style="list-style-type: none"> <li>Listen to spoken language and show understanding by joining in and responding.</li> <li>Practise speaking French words.</li> <li>Start to develop accurate pronunciation.</li> <li>Appreciate songs / rhymes in the language</li> </ol>	<ol style="list-style-type: none"> <li>Listen to spoken language and show understanding by joining in and responding.</li> <li>Practise speaking French words.</li> <li>Start to develop accurate pronunciation.</li> <li>Appreciate songs/ rhymes in the language</li> </ol>	<ol style="list-style-type: none"> <li>Listen to spoken language and show understanding by joining in and responding.</li> <li>Practise speaking French words.</li> <li>Start to develop accurate pronunciation.</li> <li>Appreciate songs / rhymes in the language</li> </ol>	<ol style="list-style-type: none"> <li>Listen to spoken language and show understanding by joining in and responding.</li> <li>Practise speaking French words.</li> <li>Start to develop accurate pronunciation.</li> <li>Appreciate stories in the language</li> </ol>	<ol style="list-style-type: none"> <li>Listen to spoken language and show understanding by joining in and responding.</li> <li>Practise speaking French words.</li> <li>Start to develop accurate pronunciation.</li> <li>Appreciate songs / rhymes in the language</li> </ol>	<ol style="list-style-type: none"> <li>Listen to spoken language and show understanding by joining in and responding.</li> <li>Practise speaking French words.</li> <li>Start to develop accurate pronunciation.</li> <li>Appreciate songs / rhymes in the language</li> </ol>
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> Our children will:</p> <p>MF11 - Say Hello and Goodbye.                      MF12 - Ask and respond to a simple question. (what's your name?).                      MF13 - Use pronunciation correctly.                      MF14 - Respond to simple commands.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Use puppets to exchange greetings.</li> <li>Join in with Bonjour, Salut song <a href="http://www.babelzone.com">www.babelzone.com</a></li> <li>Go outside to listen to birds and learn rhyme Deux petits oiseaux with actions.</li> <li>Close eyes and follow teacher instructions for following commands (Asséyez-vous etc)</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MF15 - Learn to count to 10.                      MF16 - Begin to use pronunciation correctly.                      MF17 - Listen and respond to a simple rhyme.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Listen and join in with rhyme "Voici ma main"</li> <li>Draw around hands to make display of the rhyme.</li> <li>Take part in a French numbers treasure hunt around the classroom/outside</li> <li>Play hopscotch in French</li> <li>Join in with number lines in the poem: Un deux trois, nous irons au bois</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MF18 - Learn to say at least 4 colours.                      MF19 - Begin to use pronunciation correctly.                      MF110 - Listen and respond to a simple story/rhyme.                      MF111 - Learn to recognise the words for elephant, tiger and lion.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Play guessing game "Je pense à une couleur"</li> <li>Mime animal actions in response to instructions.</li> <li>Join in with the action song "L'éléphant est gros et gris". (Entre dans la ronde)</li> <li>Colorie le Roi <a href="http://www.babelzone.com">www.babelzone.com</a> games.</li> <li>Make a French Easter card.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MF112 - Learn to describe the weather.                      MF113 - Begin to use pronunciation correctly.                      MF114 - Listen and respond to a simple fairy story.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Make a class daily weather chart to update every day.</li> <li>Mime the weather games.</li> <li>Make individual weather spinners.</li> <li>Watch and join in with the repeat lines from the fairy tale Boucle d'Or <a href="http://www.babelzone.com">www.babelzone.com</a></li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MF115 - Learn to say names of some sports and share their opinions.                      MF116 - Begin to use pronunciation correctly.                      MF117 - Listen and respond to a simple instruction.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Use sport props to play "Pass the object": when music stops, children say the name of the sport they are holding and say whether they like it.</li> <li>Play 4 corners game outside with names of sports.</li> <li>Play Simon says with sports.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MF118 - Learn to say the names of some objects found at the beach.                      MF119 - Learn to say and understand the phrase Je vois...                      MF120 - Begin to use pronunciation correctly.                      MF121 - Listen and respond to a simple rhyme.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Create a class picture of a beach with French objects.</li> <li>Create a beach scene in the class sand tray and practise the new vocab.</li> <li>Join in with the short rhyme:                      Je nage à la plage, et toi?                      Je nage à la plage, comme toi!"</li> </ul>
Resources	<a href="http://www.babelzone.com">www.babelzone.com</a> puppets	puppets number flashcards	Puppets <a href="http://www.babelzone.com">www.babelzone.com</a> CD Entre dans la Ronde Colour flashcards	Puppets weather flashcards <a href="http://www.babelzone.com">www.babelzone.com</a>	Puppets Sports props	Puppets <a href="http://www.babelzone.com">www.babelzone.com</a> Seaside props



## Knowledge Progression



### KS1 Modern Foreign Languages Cycle 1

	Moi	Les Jouets (Topic link)	Le Cirque (Topic link)	Le Sport (Topic link)	Les Contes	Le Travail (Topic link)
Key Vocabulary	<p>Comment t'appelles-tu?/ Je m'appelle            Quel age as-tu ? / J'ai ...ans            Ou habites-tu ? / J'habite à Guiseley</p> <p><b>Le nez</b>  <b>La tête/bouche</b>  <b>Les épaules/genoux/yeux/oreilles</b></p> <p><b>Challenge :</b>            Il s'appelle/Elle s'appelle            Il a ...ans/Elle a...ans            Il/Elle habite à ...</p>	<p>Un nounours/ Une poupée            Un ballon ...de foot/de rugby            Un avion/Un train/Un hélicoptère            Un livre/Un jeu électronique            Un CD (all reinforcing le/la)</p> <p>Des billes</p> <p>Le magasin de jouets</p> <p>Au magasin de jouets            Je vais acheter...</p> <p>C'est à moi/toi...</p>	<p>Je m'appelle ...</p> <p>Je saute /Je cours/Je danse            Je fais du vélo/ Je fais des bêtises</p> <p>Je me balance (sur une balançoire/sur le trapèze)</p> <p>Au cirque il y a...</p> <p>Un éléphant - indien/africain            Un singe - rigolo            Un tigre - féroce            Un lion - énorme            Un cheval -blanc            Une otarie -amusante</p>	<p>Le tennis/Le football/Le rugby/Le hockey  <b>La danse/La natation/La gymnastique</b>  <b>L'athlétisme</b>  <b>Les boules</b></p> <p>J'aime.../Je n'aime pas...            J'adore.../Je déteste...</p> <p>Tu aimes le sport ?</p>	<p>Content of the stories            La Belle au Bois Dormant            Les Trois Petits Cochons            Les Musiciens de Breme            Le Bonhomme de Pain d'Epice</p>	<p>Le pilote/docteur/footballeur/professeur            ingénieur            danseur/danseuse            politicien/politicienne</p> <p>Qu'est-ce que tu veux faire dans la vie ?</p> <p>Je suis...            Je voudrais être...</p> <p>(reinforcing le/la and je suis)</p>
Previous knowledge/ Learning	<p>In EYFS our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt to understand and respond to Comment t'appelles-tu?</li> <li>- Started to learn to count to 10 by memory</li> <li>- Responded to a range of classroom instructions.</li> </ul>	<p>In EYFS our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt to pronounce a few basic colours</li> </ul>	<p>In EYFS our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt to recognise the words for elephant/tigre/lion</li> </ul>	<p>In EYFS our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt the expressions J'aime/Je n'aimes pas</li> <li>- Learnt to say the names of some sports</li> </ul>	<p>In EYFS our children will have:</p> <ul style="list-style-type: none"> <li>- Followed the fairy tale Boucles d'Or and joined in with the repeated phrases.</li> </ul>	<p>In EYFS our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt that Je = I.</li> </ul>
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. Start to develop accurate pronunciation.</li> <li>3. Present basic ideas and information orally.</li> <li>4. Read carefully and show understanding of words.</li> <li>5. Appreciate songs/ poems/ rhymes in the language</li> <li>6. Broaden their vocabulary and develop their ability to understand new words.</li> <li>7. Begin to copy words correctly.</li> </ol>					
Resources	<p>Puppets  <a href="http://www.babelzone">www.babelzone</a>            IWB</p>	<p>Toy items            Board game            IWB</p>	<p>Comptines TV            Circus pictures  <a href="http://www.babelzone">www.babelzone</a>            IWB</p>	<p>Props for different sports  <a href="http://www.babelzone">www.babelzone</a>            IWB</p>	<p>Chosen fairytale  <a href="http://www.babelzone">www.babelzone</a></p>	<p>IWB            profession props</p>



# Powerful Knowledge



## KS1 Modern Foreign Languages Cycle 1

	Moi	Les Jouets (Topic link)	Le Cirque (Topic link)	Le Sport (Topic link)	Les Contes	Le Travail (Topic link)
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> <b>MP11 - Join in with a French song.</b>  <b>MP12 - Begin to use pronunciation and intonation correctly when speaking.</b>  <b>MP13 - Ask a simple question.</b> </p> <p> <b>MP14 - Respond to a range of simple questions.</b>  <b>MP15 - Read and understand words/short phrases.</b>  <b>MP16 - Begin to write a few words from memory.</b>  <b>MP17 - Label a picture.</b>  <b>MP18 - Copy phrases and short sentences correctly.</b> </p> <p> <b>MP19 - Begin to understand all nouns are masculine or feminine.</b>  <b>MP20 - Understand there are different words for the/a</b>  <b>MP21 - Recognise the pronouns: Je and tu.</b> </p>					
	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p><b>MP12 - Name basic body parts from memory.</b></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>Learn and perform Heads, Shoulders, Knees and Toes from memory for Class assembly.</li> <li>Label a funny face using the correct determiner for <i>le/la/’/les</i></li> <li>Class walkaround to practise asking each other questions about self. (eg <i>Comment t’appelles-tu?</i>)</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p><b>MP13 - Name some toys from memory.</b></p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Play board game based on <i>Les Jouets</i>.</li> <li>Design a French toyshop window and label the items they have drawn.</li> <li>Play class memory game <i>Je vais acheter.....</i></li> <li>IWB: Guess which toy is missing.</li> <li>Guess the toy <i>Le sac surprise</i> and follow up with question <i>Tu aimes? Pupils reply J’aime/Je n’aime pas.</i></li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p><b>MP14 - Name some French animals from memory.</b></p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Learn <i>La Chanson du Clown</i> song.</li> <li>Listen to instructions and respond by miming the different circus acts and animals.</li> <li>Design some circus posters and label animals in French.</li> <li>Colour by numbers (clown images)</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p><b>MP15 - Name a few basic sports from memory.</b> <b>MP16 - Indicate if they like or dislike something.</b></p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Acting and miming activities to demonstrate <i>J’aime/Je n’aime pas.</i></li> <li>Join in with the <i>J’aime beaucoup/ Je n’aime pas</i> song.</li> <li>Play <i>Jacques a dit...</i> with sports</li> <li>Watch and respond to French children talking about sport.</li> <li>Memory games <a href="http://www.babelzone">www.babelzone</a></li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p><b>MP17 - Join in with a traditional fairy-tale.</b> <b>MP18 - Name some key vocab from the chosen story.</b></p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Watch and follow a fairy-tale <a href="http://www.babelzone">www.babelzone</a>.</li> <li>Create a simple book to retell the story using simple phrases.</li> <li>Mime/act out the story in small groups using key vocab (eg repeated phrases)</li> <li>Memory games <a href="http://www.babelzone">www.babelzone</a></li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p><b>MP19 - Name a few professions.</b></p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>Learn the song “<i>Au Feu les Pompiers</i>”</li> <li>Acting and miming games in response to teacher instructions for different jobs.</li> <li>Memory games <a href="http://www.babelzone">www.babelzone</a></li> <li>Design profession posters</li> <li>Play <i>Tu brules/froid</i> with profession props.</li> </ul>



## Knowledge Progression

### KS1 Modern Foreign Languages Cycle 2



	Les Vacances (Topic Link)	Les Vetements/Noel	Je vis	Les Fleurs et Les Insectes	La Nourriture (Topic Link)	La France
Key Vocabulary	Un, deux, trois Fermez les yeux/Ouvrez les yeux Levez la main Asseyez-vous/Levez-vous Ecoutez/Regardez  En train/avion/bateau/voiture  Je vais en France/en Espagne/en Italie  Je voudrais un croissant/pain au chocolate  Madame/Monsieur	<b>Un</b> pantalon/polo/sweat/tshirt <b>Une</b> jupe/robe <b>Des</b> chaussures  Je porte...  Mon uniforme Bleu/rouge  J'aime bien  Joyeux Noel/ Pap Noel	Il pleut/neige Il fait froid/chaud Il fait beau/Il fait gris  Je marche/saute/cours/fais du velo  Au parc Dans le jardin/la foret A la plage	<b>Une</b> rose/jonquille/tulipe <b>Un</b> bouton d'or  <b>Un</b> papillon/moustique <b>Une</b> mouche/araignee/guepe/four mis  J'aime/Je n'aime pas  Je vois  Dans le jardin magique	<b>Le</b> coca/crème caramel/poulet <b>La</b> baguette <b>Les</b> frites/ chips/ bonbons/sucettes  Je fais un sandwich avec.....  <b>Du</b> fromage/jambon <b>De la</b> salade <b>Des</b> tomates  C'est bon pour la sante C'est mauvais pour la sante	La France  Paris/Lille/Avignon/Bordeaux  Dans le nord Dans le sud Dans l'est Dans l'ouest  On parle francais Au Canada Au Maroc En Algerie
Previous knowledge/ Learning	In EYFS our children will have: <ul style="list-style-type: none"> <li>- Learnt to count to 10 by memory</li> <li>- Responded to a range of classroom instructions.</li> <li>- Been introduced to <i>Je</i></li> </ul>	In EYFS our children will have: <ul style="list-style-type: none"> <li>- Learnt the expression <i>J'aime</i></li> <li>- Learnt rouge/bleu</li> </ul>	In EYFS our children will have: <ul style="list-style-type: none"> <li>- Been introduced to: il pleut/neige/</li> </ul>	In EYFS our children will have: <ul style="list-style-type: none"> <li>- Been introduced to basic colours.</li> </ul>	N/A	N/A
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. Start to develop accurate pronunciation.</li> <li>3. Present basic ideas and information orally.</li> <li>4. Read carefully and show understanding of words.</li> <li>5. Appreciate songs/ poems/ rhymes in the language</li> <li>6. Broaden their vocabulary and develop their ability to understand new words.</li> <li>7. Begin to copy words correctly</li> </ol>					
Resources	Transport toys <a href="http://www.babelzone.com">www.babelzone</a> Early Start DVD (Part 1)	clothes <a href="http://www.babelzone.com">www.babelzone</a> Noel Puppets	Take 10 CD CD Weather symbols flashcards Laminated weather maps	Chante en Francais  Insect/Flower	Items to make sandwich <a href="http://www.babelzone.com">www.babelzone</a> masks/compass	Map of France Materials for making



## Powerful Knowledge



### KS1 Modern Foreign Languages Cycle 2

	Les Vacances (Topic Link)	Les Vetements/Noel	Je vis	Les Fleurs et Les Insectes	La Nourriture (Topic Link)	La France
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 Trammere?	<p><b>POWERFUL KNOWLEDGE:</b></p> <p>MFL1 - Join in with a French song.  MFL2 - Begin to use pronunciation and intonation correctly when speaking.  MFL3 - Ask a simple question.</p> <p>MFL4 - Respond to a range of simple instructions.  MFL5 - Read and understand words/short phrases.  MFL6 - Begin to write a few words from memory.  MFL7 - Label a picture.  MFL8 - Copy phrases and short sentences correctly.</p> <p>MFL9 - Understand there are different words for the/a  MFL10 - Recognise the pronouns: Je and tu.  MFL11 - Begin to understand all nouns are masculine or feminine.</p>					
	<p><b>POWERFUL KNOWLEDGE:</b>  Our children will  MFL12 - Name basic transport from memory.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Jacques a dit to practise classroom instructions.</li> <li>- Jacques a dit to practise transport.</li> <li>- Miming games to practise different transport.</li> <li>- Join in with and act out the song "Sur le Pont d'Avignon.</li> <li>- Label transport posters.</li> <li>- Use a map to locate Espagne/France/Italie.</li> <li>- Play the interactive game "A la Plage".</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  Our children will:  MFL13 - Name basic clothes from memory.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Dressing up games.</li> <li>- Sing L'uniforme song to the tune of Frere Jacques.</li> <li>- Listen to Le Roi Vert story and respond with actions.</li> <li>- Draw around each other's bodies and draw clothes on to label.</li> <li>- Memory games for clothes.</li> <li>- Acting games with Christmas puppets.</li> <li>- Sing Jingle Bells (Vive le Vent).</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  Our children will:  MFL14 - Name basic weather from memory.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Make weather charts.</li> <li>- Present a mini weather report.</li> <li>- Take part in Take 10 French Sports tasks activities with children in Years 1.</li> <li>- Play Jacques a dit with weather.</li> <li>- Miming games for the different verbs (marcher/sauter/courir/faire du vélo).</li> <li>- Sing the song "Il fait froid/il fait chaud".</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  Our children will:  MFL15 - Name basic flowers/insects from memory.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Join in with the song L'araignee and perform the actions.</li> <li>- Take part in a treasure hunt to look for the flowers and insects.</li> <li>- Draw and label 3D flower and insect posters.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  Our children will:  MFL16 - Name basic food items from memory.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Join in with the song Le Train (<a href="http://www.babelzone">www.babelzone</a>) and perform the actions.</li> <li>- Make a sandwich following instructions in French.</li> <li>- Play the game: What's Missing? For food item.</li> <li>- Learn the song "Je fais un sandwich."</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b>  Our children will:  MFL17 - Name some French towns from memory.  MFL18 - Learn that French is spoken in countries other than France.  MFL19 - Locate some major towns on a map.  MFL20 - Learn about some festivals in France.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Play Hangman to practise different cities.</li> <li>- Play four corners to practise nord/sud/est/ouest.</li> <li>- Make a compass.</li> <li>- Play boules so to teach colours, je-tu and je gagnes.</li> <li>- Make Mardi Gras mask.</li> <li>- Act out and join in with the song Sur le pont d'Avignon.</li> </ul>



# 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.</p> <p><b>La</b> grenouille aborigène/paresse Les parasites</p> <p><i>J'aime les makis/ Je n'aime pas les perroquets.</i></p> <p>Rouge/bleu/vert/noir/violet/rose/jaune</p> <p>Un, deux, trois, quatre..... trente</p> <p>Mon animal préférée 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'Étoile</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>A Paris ..... et à Nice .....</p> <p><b>Challenge:</b> mais</p>	<p>Je m'appelle/ J'ai ...ans/J'habite... Voici/ et Petit/petite/grand/grande Bleu/rouge/vert/jaune/violet <b>Challenge:</b> bleu/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 de 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 <i>Comment ça va?</i></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 "Quel temps fait-il?"</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) folder) <a href="http://www.babelzone">www.babelzone</a> Early Start DVD (Salut) Animal flashcards Tapuya passage</p>	<p>Unit 3 Notebook (staff work/French folder)  <a href="http://www.babelzone">www.babelzone</a> Early Start DVD (Salut) Family photos Christmas puppets Youpi Père Noel song words.</p>	<p>Unit 4 Notebook (staffwork/French folder) work/French folder) La Jolie Ronde CD (Yr 3 IWB resources) <a href="http://www.youtube">www.youtube</a> (Jean Pest qui danse) Early Start DVD (Jci et Là) Twister games Le Monstre passage</p>	<p>Unit 5 Notebook (staff work/French folder) Early Start DVD Weather flashcards Class set of mini maps CD (Singing French) Recording for Assessment.</p>	<p>Unit 6 Notebook (staffwork/French folder) (staffwork/French folder) La Jolie Ronde CD (Yr4IWB resources/ Sound CD) IWB resources) Pet flashcards etc) CD Français, Français Survey sheets Ronde Yr 4) Examples of Pyramid poems. Early Start DVD (Unit 13)</p>	<p>Unit 7 Notebook  La Jolie Ronde CD (Yr 4 IWB resources)  Props (eg goggles/books etc)  Early Start DVD Resource sheets (La Jolie Ronde Yr 4)  Sets of boules</p>



# Powerful Knowledge



## 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
<b>Key Knowledge – what do we want our children to know before they leave our year group?</b> <b>How will we get them there? How is that personalised to Tranmere?</b>	<p>MFL1 - Hold a simple conversation with at least 3 to 4 exchanges.</p> <p>MFL2 - Use pronunciation and intonation correctly for majority of speaking.</p> <p>MFL3 - Use language knowledge to make accurate guesses as to what words/phrases mean.</p> <p>MFL4 - Understand the key points from a short, spoken passage/song.</p> <p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MFL14 - Name and describe places and animals using colour.</p> <p>MFL15 - Understand the key animal vocab from a short, spoken passage.</p> <p>MFL16 - Read and understand a short passage to pick out rainforest animals and personal information (name/age/live).</p> <p>MFL17 - Copy animal vocab and try to write from memory.</p> <p>MFL18 - 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 /oisme/le n'oisme pas...</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>MFL5 - Read and understand a short passage on a familiar topic.</p> <p>MFL6 - Begin to use a bi-lingual dictionary.</p> <p>MFL7 - Begin to write two or three sentences on a familiar topic with few errors.</p> <p>MFL8 - Use masculine and feminine forms correctly.</p> <p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MFL19 - Name and describe family members.</p> <p>MFL20 - Join in with a song to practise family members.</p> <p>MFL21 - Follow a short story by a native French speaker and pick out key family vocab.</p> <p>MFL22 - Write the names of family members from memory.</p> <p>MFL23 - Understand the key Christmas vocab from a short story and song.</p> <p>MFL24 - Use the pronouns il/elle/lu/le correctly.</p> <p><b>HOW DOES THIS LOOK AT TRANMERE?</b></p> <ul style="list-style-type: none"> <li>- Listen to Le Famille/fruits 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 "Ma famille".</li> <li>- Use puppets to learn new vocab related to Christmas.</li> <li>- Join in with the Christmas song "Youpi C'est Père Noel".</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>MFL25 - Name the different body parts.</p> <p>MFL26 - Listen out for key information on body parts in a story.</p> <p>MFL27 - Listen to instructions and use body parts to respond (la main droite etc).</p> <p>MFL28 - Write some body parts from memory.</p> <p>MFL29 - Use le/la/les correctly and ensure nouns agree [eg -a 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 "Servez-vous planter les choux" <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 Jean Petit qui danse" <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 Le Monstre books to class buddies in KS1.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Reading:</b> Translate Le Monstre passage and draw in books.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MFL30 - Say some weather phrases from memory.</p> <p>MFL31 - Write some weather phrases from memory.</p> <p>MFL32 - Read a short report on weather and pick out key vocab.</p> <p>MFL33 - Understand the key weather vocab from a short, spoken passage.</p> <p>MFL34 - 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 "Quel temps fait-il" and learn the song by memory.</li> <li>- Use mini maps to write a short weather report in books using connectives: et and mais to link sentences.</li> <li>- Make a class weather chart. Join in with song "Anon Petit qui danse".</li> <li>- Watch and respond to Early Start clip on French children talking about the weather.</li> <li>- Play Jacques a dit (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>MFL9 - Understand difference between definite and indefinite articles.</p> <p>MFL10 - Begin to use adjectival agreement confidently when writing a sentence.</p> <p>MFL11 - Recognise the different pronouns: le/la/il/elle.</p> <p>MFL12 - Recognise the different pronoun: il.</p> <p>MFL13 - Start to use conjunctions to link sentences.</p> <p><b>POWERFUL KNOWLEDGE:</b> Our children will:</p> <p>MFL35 - Name and describe animals.</p> <p>MFL36 - Join in with a song to practise pronunciation of animals.</p> <p>MFL37 - Pick out key animal information from a spoken passage.</p> <p>MFL38 - Write some animal vocab from memory.</p> <p>MFL39 - Begin to use adjectival agreement confidently when writing a sentence.</p> <p>MFL40 - Learn how plurals are formed in French (s or es).</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 – on sound in French.</li> <li>- Write own silly sentences about the –on animals placing the adjectives correctly (le petit/grand precede 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 J'ai.../je n'ai pas de...</li> <li>- Carry out a class survey using the question Tu as...? 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:</p> <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 –er sound.</li> <li>- Join in with rhyme: <i>Au feu les pompiers</i> and listen out for the –ay</li> <li>- Miming games to respond and act out the verbs (<i>manger/aller/danser/regarder/boire</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>



# 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/Assseyez – vous/Silence! Un, deux, trois.....vingt <b>Les vêtements:</b> Je porte / le weekend</p> <p><b>Une chemise/une</b> <b>Un jean/pantalon/short/pull/sweat/chapeau</b> <b>Des chaussettes/chaussures</b> 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 <b>Les Dinosaures;</b> Le cou/dos La tete/queue <b>Les yeux/dents/pattes/griffes/ecailles</b> Tyrannosaure/Brontosaurus/Stegosaurus/ 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/juillet/ 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/jeune/vert/gris <b>Challenge:</b> Bleu/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 cerise Je mange Et/mais</p> <p>Lundi/mardi/mercredi/jeudi/vendredi/ samedi/ dimanche</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 merci</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 L'elephant est gros et gris</li> <li>- Learnt the words petit/grand</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Heard and responded to the vocab for petit/grand.</li> <li>- Been introduced to basic food items (eg baguette/fromage)</li> <li>- Learnt to count to 10</li> <li>- Recognised the pronoun Je = I</li> <li>- Learnt the conjunction et</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>- Learnt the pronoun Je = 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.com">www.babelzone.com</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 Sudoku sheets Copy of Brob le Dinosaur Images of Dinosaurs for Assessment</p>	<p>Unit 11 Notebook (staff work/French folder) <a href="http://www.babelzone.com">www.babelzone.com</a> Dice CD Singing French Early Start (Salut) List of Dates for Assessment</p>	<p>Unit 12 Notebook (staff work/French folder) Elmer story book Elmer templates <a href="http://www.babelzone.com">www.babelzone.com</a> CD Chante en Francais CD Entre dans le Ronde (KS1)</p>	<p>Unit 13 Notebook (staff work/French folder) <a href="http://www.babelzone.com">www.babelzone.com</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>					
	MFL1 - Hold a simple conversation with at least 3 to 4 exchanges. MFL2 - Use pronunciation and intonation correctly for the majority of speaking. MFL3 - Use language knowledge to make accurate guesses as to what words/phrases mean. MFL4 - Understand the key points from a short, spoken passage/song.		MFL5 - Read and understand a short passage on a familiar topic. MFL6 - Begin to use a bi-lingual dictionary. MFL7 - Begin to write two or three sentences on a familiar topic with few errors.		MFL8 - Use masculine and feminine forms correctly. (le/la/ un/une) MFL9 - Understand difference between definite and indefinite articles. MFL10 - Begin to use adjectival agreement confidently when writing a sentence. MFL11 - Recognise the different pronouns: je/ta/ille.	
	<u>POWERFUL KNOWLEDGE:</u> Our children will:	<u>POWERFUL KNOWLEDGE:</u> Our children will:	<u>POWERFUL KNOWLEDGE:</u> Our children will:	<u>POWERFUL KNOWLEDGE:</u> Our children will:	<u>POWERFUL KNOWLEDGE:</u> Our children will:	<u>POWERFUL KNOWLEDGE:</u> Our children will:
	MFL12 - Name and describe the clothes outlined in the key vocab. MFL13 - Copy simple sentences about self correctly. MFL14 - Write some items of clothing from memory. MFL15 - Pick out key clothes vocab from a short story.	MFL16 - Name and describe dinosaurs. MFL17 - Use different greetings for different times of day. MFL18 - Copy some simple sentences about dinosaurs correctly and spell the colours correctly from memory. MFL19 - Pick out key body dinosaur names from a short story.	MFL20 - Describe the different birthday dates for family members. MFL21 - Write some days of the week from memory. MFL22 - Recognise days of the week and months from a song. MFL23 - Pick out days and months from a list. MFL24 - Recognise the different personal pronouns: mon/ton.	MFL25 - Name and describe a character. MFL26 - Write some colours by memory. MFL27 - Pick out pronouns and colours and adjectives from a short story. MFL28 - Recognise colours when read aloud. MFL29 - Start to use conjunctions to link sentences.	MFL30 - Name and describe fruit and confectionary items from the Hungry Caterpillar. MFL31 - Follow a short story and pick out the words for fruit and family members. MFL32 - Listen to a children's story and pick out vocab for days and food. MFL33 - Begin to write some fruits from memory. MFL34 - Use le/la correctly to determine gender.	MFL35 - Name some key vocab from a traditional story. The Big Fat Turnip. MFL36 - Listen to a traditional story and pick out the key vocab and family members.
	<u>HOW DOES THIS LOOK AT TRANMERE?</u> - Use large map of France to role play being a French person with rest of class asking questions. - Play Vrai/Faux with statements about France to learn more about the country. - Memory games from <a href="http://www.babelzone.com">www.babelzone.com</a> to practise colours/numbers. - Produce a Moi poster writing simple sentences about self/ make one as a French pupil. - Produce a numbers poster to practise writing the words. - Use real items of clothing to dress up and describe what wearing with a colour added. - Play Acheter une jupe <a href="http://www.babelzone.com">www.babelzone.com</a> - Use bilingual dictionaries to work out what has been bought. - Write simple sentences from memory using correct pronouns eg Je porte... (Challenge to add different pronouns i/elle/lu). - Read and follow Le Chapeau story.	<u>HOW DOES THIS LOOK AT TRANMERE?</u> - Learn the poem Comment ca va Fabien? by memory and perform in groups. - Perform role play with partner with 3/ to 5 exchanges to greet each other and ask questions. - Carry out a class survey to find favourite colour and record on bar chart. - Complete a Ca va Sudoku sheet. - Use Ca va? Sheets to complete a listening grid. - Sing Head/Shoulders Knees and toes to revise body parts from KS1. - Draw and label funny dinosaurs to practise adjective placement and agreement. - Create a colour by numbers dinosaur. - Listen to the story "Bob le Dinosaur" and respond with action when hear key words.	<u>HOW DOES THIS LOOK AT TRANMERE?</u> - Learn the Marching song for days of the week. - Play Xmas Game to see which day is missing - Spot the deliberate mistakes in spellings of days/months. - <a href="http://www.babelzone.com">www.babelzone.com</a> Follow and join in with the story Une semaine - Use dice to play Une semaine game with partner (1= lundi/2= mardi etc) - Watch and respond to Early Start clips (J'Qu'il est la Date? chapter.) - Join in with Quelle est la date? song. - Practise writing simple sentences showing dates of different celebration days in French (eg Bastille Day/Remembrance Day/Christmas etc)	<u>HOW DOES THIS LOOK AT TRANMERE?</u> - Play Colour Lotto. - Follow colour by number instructions to colour in Elmer. - Listen to Elmer story in French. - Recite and act out Elmer story in small groups. - Use chopped up sentences to construct their own Elmer story. - Learn L'elephant est gros et gris" by memory and write out song. - Read and respond to Le Roi Bleu <a href="http://www.babelzone.com">www.babelzone.com</a> . - Produce their own page on a multi-coloured animal. (Challenge: ensure feminine adjectives are used)	<u>HOW DOES THIS LOOK AT TRANMERE?</u> - Follow La Famille Fruit story <a href="http://www.babelzone.com">www.babelzone.com</a> - Join in with song "C'est bon pour la santé" and respond by holding up correct food image when hear in song. - Complete a Mele des Fruits (wordsearch) - Play Memoire des Fruits <a href="http://www.babelzone.com">www.babelzone.com</a> - Listen to La chenille qui fait des trous (Hungry Caterpillar) - Create own version of book using Je mange... and showing correct use of masculine and feminine articles. - Read their books to children in KS1	<u>HOW DOES THIS LOOK AT TRANMERE?</u> - Watch Le Grand Gros Navet and join in with the repeated sentences. - Play the IWB games on 100 Primary Activities to practise the new vocab. - In small groups practise acting out the story and present to rest of class. - <u>Revision unit</u> : any time left to be spent on activities/games to consolidate vocab covered throughout the year.
	<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.	<b>Assessment:</b> <b>Writing:</b> write simple sentences for each dinosaur diagram (use il/elle/and colours. Challenge to include petit/grand in correct place)	<b>Assessment:</b> <b>Reading:</b> Translate a list of dates into English.	<b>Assessment:</b> <b>Listening:</b> complete Listening grid on Elmer responding to his colour/personality	<b>Assessment:</b> <b>Speaking:</b> Record pupils reading their stories	<b>Assessment:</b> N/A





# Powerful Knowledge



## Year 5/6 Modern Foreign Languages Cycle 1

	En Ville	Joyeux Noel/ Joyeuses Pâques	Les Passe-Temps	La Famille	J'ai faim
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>MFL1 - Hold a simple conversation with at least 6 exchanges whilst expressing an opinion.</p> <p>MFL2 - Use pronunciation and intonation correctly for majority of speaking.</p> <p>MFL3 - Use their knowledge of grammar to speak correctly</p> <p>MFL4 - Understand the key points from a short, spoken passage/song.</p> <p><b>POWERFUL KNOWLEDGE:</b></p> <p>Our children will:</p> <p>MFL9 - Hold a conversation to ask for instructions to different buildings.</p> <p>MFL10 - Follow a short passage read by a native speaker describing buildings in a town.</p> <p>MFL11 - Write two or three sentences about what is found on a high street (shops/buildings).</p> <p>MFL12 - Read a short passage to ascertain size and types of buildings found in town</p> <p>MFL13 - Understand adjective placement and agreement (eg petit/petite/grand/grande placed before the noun).</p> <p>MFL14 - Understand masc/feminine determiners and use conjunctions correctly to form compound sentences.</p> <p><b>NOW DOES THIS LOOK AT TRANMERE?</b></p> <p>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 en/su/sur 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: Dans la rue principale il y a..... Whilst writing they will differentiate between masculine and feminine and position of adjectives, understanding that petit/grand are exceptions to the rule.</li> <li>- Join in with the song: Je vais à l'école.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Speaking:</b> deliver an oral presentation on Ma ville idéale.</li> <li>- <b>Reading:</b> answer questions on a short passage describing which buildings are in the main street.</li> </ul>	<p><b>POWERFUL KNOWLEDGE:</b></p> <p>Our children will:</p> <p>MFL15 - Join in with a French Christmas song and learn from memory.</p> <p>MFL16 - Present a short Christmas story to an audience.</p> <p>MFL17 - Follow a short French story read by a native speaker and learn new vocab related to Christmas- Le Bonhomme de Neige/ and Easter Le Petit Poulet.</p> <p><b>NOW DOES THIS LOOK AT TRANMERE?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Learn and perform the song "Oh là là il fait froid" from memory at Christmas concert.</li> <li>- Practice 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></p> <p>N/A</p>	<p><b>POWERFUL KNOWLEDGE:</b></p> <p>Our children will:</p> <p>MFL18 - Ask and respond to questions about their hobbies.</p> <p>MFL19 - Understand the key points from a short, spoken passage on different hobbies of French children.</p> <p>MFL20 - Write two or three sentences about what hobbies are done on different days.</p> <p>MFL21 - Understand the key points from a conversation to determine the difference between sports and instruments.</p> <p>MFL22 - Understand the difference between je joue au/à la/à l' for sport and je joue du/de la for a musical instrument.</p> <p><b>NOW 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><b>POWERFUL KNOWLEDGE:</b></p> <p>Our children will:</p> <p>MFL23 - Describe where members of their family live and how old they are, differentiating between different personal pronouns by using il/elle/ils/elles in addition to je... and showing the resulting different conjugation of the verbs.</p> <p>MFL24 - Practice question and answer techniques to gather information about family.</p> <p>MFL25 - Follow and join in with a French song about family.</p> <p>MFL26 - Understand the key points from a short, spoken passage introducing family members (name/age/where live/ profession – revision from KS1).</p> <p>MFL27 - Understand a short written text about a family.</p> <p>MFL28 - Use adjectives correctly (eg correct placement and agreement).</p> <p>MFL29 - Use pronouns and correct conjugation – il/habite/ils habite.</p> <p><b>NOW DOES THIS LOOK AT TRANMERE?</b></p> <p>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>MFL5 - Read sentences and be able to order them correctly so that they make sense.</p> <p>MFL6 - Understand the key points from a short, written passage/song.</p> <p>MFL7 - Understand the difference between the infinitive of a verb and the conjugation with Je/Tu/Il/Elle.</p> <p>MFL8 - Write two or three sentences on a familiar topic with few errors.</p> <p><b>POWERFUL KNOWLEDGE:</b></p> <p>Our children will:</p> <p>MFL30 - Hold simple conversations to ask for and buy items from shops/restaurants.</p> <p>MFL31 - Respond to the question "Quel parfum?"</p> <p>MFL32 - Understand the key points from a short, spoken passage of French children talking about breakfast items of food.</p> <p>MFL33 - Write two or three sentences about what you like and dislike to eat.</p> <p>MFL34 - Understand the key items from a menu/hopping list.</p> <p>MFL35 - Use knowledge of grammar to determine between present and past tense (je mange/ j'ai mangé).</p> <p><b>NOW DOES THIS LOOK AT TRANMERE?</b></p> <p>Children will:</p> <ul style="list-style-type: none"> <li>- Carry out role plays to ask/ answer questions about food using « Qu'est-ce que tu aimes? »</li> <li>- Listen to native French speakers talking about food and pick out the key information.</li> <li>- Write extended sentences using mais/ouais/et</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>- Practice 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>



# Knowledge Progression



## Year 5/6 Modern Foreign Languages Cycle 2

	La Salle de Classe	Joyeux Noël/ Joyeux Pâques	Les Vêtements	Le Corps	La Maison (Extra Unit)
<b>Key Vocabulary</b>	<p>Un deux trois, nous nous au bouc L'Alphabet : A/a/b/ B/b/a/y/ C/c/a/y etc Écoutez/regardez/regardez la table/ Assseyez-vous/Levez-vous/Dirigez les cahiers/Écrivez le tableau/Quenez 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/mouais/beau Il y a du brouillard/soleil/vent/de forage Hier/demain <b>La salle de classe :</b> Porte/fenêtre/tableau/ordinateur/picard/bibliothèque/chaise/table e/professeur/vocab <b>La trousses :</b> crayon/y/a/gomme/calculatrice/agenda/vigie/ciseaux/fenêtre/croquis 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 <b>Challenge :</b> sur/ sous/dessous/derrrière</p>	<p><b>Joyeux Noël</b> L'arbre de Noël 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 Étoile de Noël Je brûle Une jolte ronde Pour moi/pour toi  <b>Joyeux Pâques!</b> L'œuf/Le bain/les cloches/les fleurs/le chocolat</p>	<p>Un pantalon/short/pul/chaqueun Une jupe/robe Un maillot de bain <b>Des lunettes de soleil</b>  <b>Bleu/bleu vert/verte/ rose/rose etc</b> 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/bad/super/cool  Dans la machine à laver</p>	<p>Un - cent  <b>La tête</b> Les yeux/cheveux/oreilles/dents La bouche/gorge Le nez/cou  <b>Le corps</b> 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/paincillona/prescription</p>	<p>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</p>
<b>Previous knowledge/ Learning</b>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>Understood weather expressions for il pleut/il neige/il fait chaud/il fait froid.</li> <li>Understood the instructions Écoutez/Regardez/Assseyez-vous/Levez-vous</li> <li>Learned to count to 10</li> </ul> <p>In KS2, our children will have:</p> <ul style="list-style-type: none"> <li>Read and understood some weather expressions.</li> <li>Responded to a range of classroom instructions.</li> <li>Learned the vocab for la porte/la fenêtre</li> <li>Practised writing the numbers 1 to 10 from memory.</li> <li>Been introduced to the months of the year.</li> <li>Learned all nouns are either masculine or feminine.</li> <li>Understood that un = masc /une = feminine</li> <li>Understood that 'r' is used for vowels.</li> <li>Recognised the difference between un/la</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>Learned to recognise colours</li> <li>Learned the expression Joyeux Noël.</li> <li>Learned the vocab grand/petit</li> <li>Learned to count to ten.</li> </ul> <p>In KS2, our children will have:</p> <ul style="list-style-type: none"> <li>Learned that majority of adjectives are placed after the noun.</li> <li>Learned that grand/petit are placed before the noun</li> <li>Learned all nouns are either masculine or feminine.</li> <li>Learned weather expressions: il neige.</li> </ul>	<p>In KS1, our children will have:</p> <ul style="list-style-type: none"> <li>Understood J'aime/Je n'aime pas</li> <li>Understood basic colours</li> <li>Learned to count to 30</li> </ul> <p>In KS2, our children will have:</p> <ul style="list-style-type: none"> <li>Learned the vocab for basic items of clothing.</li> <li>Practised writing the numbers 1 to 30 from memory.</li> <li>Practised writing basic colours from memory.</li> <li>Learned all nouns are either masculine or feminine.</li> <li>Understood that un = masc /une = feminine</li> <li>Understood that 'r' is used for vowels.</li> <li>Recognised the difference between un/la</li> <li>Understood that colour adjectives follow the noun.</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>Understood basic colours</li> <li>Learned to count to 30</li> <li>Responded to Comment ça va?</li> </ul> <p>In KS2, our children will have:</p> <ul style="list-style-type: none"> <li>Learned the vocab for basic parts of the face (yeux/nez/bouche/oreilles)</li> <li>Learned vocab for basic parts of the body (bras/jambe/pied/main)</li> <li>Practised writing the numbers 1 to 30 from memory.</li> <li>Practised writing basic colours from memory.</li> <li>Learned all nouns are either masculine or feminine.</li> <li>Started to practise adjectival agreement for colours (eg les oreilles jaunes)</li> <li>Understood that un = masc /une = feminine</li> <li>Understood that 'r' is used for vowels.</li> <li>Recognised the difference between un/la</li> </ul>	<p>In KS2, our children will have:</p> <ul style="list-style-type: none"> <li>Learned to read and respond to the expression J'habite</li> <li>Understood that petit/grand precede the noun.</li> <li>Learned to read the numbers 1 – 20 and practised writing them.</li> </ul>
<b>N.C. Objectives</b>	<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>				
<b>Resources</b>	<p>Unit 5 Notebook (staff work/French folder) La Jolie Ronde CD (Yr 6 FWW resources) Early Start DVD (Unit 15) Weather/La Trousses/Salle de Classe flashcards CD: La Jolie Ronde /Français Français Differentiated Trousses cards</p>	<p>La Jolie Ronde Joyeux Noël Book/CD Card and inserts for book making</p>	<p>Unit 6 Notebook (staff work/French folder) La Jolie Ronde CD (Yr 6 FWW resources) Items of clothing Magazines CD: Singing French <a href="http://www.tabelspaie">www.tabelspaie</a></p>	<p>Unit 7 Notebook (staff work/French folder) Early Start DVD (ici et là) <a href="http://www.voyagez">www.voyagez</a> (learn Petit qui danse) Bandages</p>	<p>Unit 8 Notebook (staff work/French folder) La Jolie Ronde CD (Yr 6 FWW resources/ Sound CD) House flashcards <a href="http://www.tabelspaie">www.tabelspaie</a> Developing French (Livre 1)</p>



# Knowledge Progression



## 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 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:</p> <p>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 - <b>Challenge</b> – recognise different prepositions: dans/sous/sur/devant/dernière.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> <li>- Use bilingual dictionaries confidently to find meanings and gender of classroom objects.</li> <li>- Learn song L'Alphabet by memory and play hangman to practise pronunciation of alphabet.</li> <li>- Record and present weather reports and write short weather reports from memory.</li> <li>- Challenge game to label the classroom.</li> <li>- Role plays with partner to ask for equipment, using correct: je n'ai pas de.</li> <li>- Join in with song "La Salle de Classe" and learn chorus from memory.</li> <li>- Use differentiated "La Trousse" cards to write sentences from memory.</li> <li>- Games to practise months and dates.</li> <li>- Complete listening grids responding to favourite lessons.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Speaking:</b> present a group sketch on La Salle de Classe with one pupil acting as teacher.</li> <li>- <b>Reading:</b> Respond to questions on "Dans ma trousse il y a..." sheet (differentiated)</li> </ul>	<p><u>POWERFUL KNOWLEDGE:</u>  Our children will:</p> <p>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"> <li>- Learn and perform the song "Étoile de Noël" 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><u>POWERFUL KNOWLEDGE:</u>  Our children will:</p> <p>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 le/la/ils/elles correctly with correct conjugation of verbs.  MFL25 - <b>Challenge</b> – extend sentences using conjunctions.</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> <li>- Use bilingual dictionaries confidently to find meanings and gender of clothes.</li> <li>- Join in with song "Dans la machine à laver..." and learn a verse by memory.</li> <li>- Use real items of fancy-dress clothing to respond to instructions on clothes.</li> <li>- 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.</li> <li>- Listen and respond to a story "Histoire du Roi Vert".</li> <li>- Put on and record class fashion show using real clothes items and props.</li> <li>- Play Lotto with items of clothing.</li> <li>- <b>Challenge:</b> Add own verse to poem "Sur le fil à sécher le linge"</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Listening:</b> Listen to authentic French speakers discussing what they are wearing and translate.</li> <li>- <b>Writing:</b> Write sentence/short paragraph from memory about what school uniform wear (Extension – to give an opinion)</li> </ul>	<p><u>POWERFUL KNOWLEDGE:</u>  Our children will:</p> <p>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"> <li>- Play bingo to practise numbers to 100.</li> <li>- Label life size drawings using post-its.</li> <li>- Draw and label "Funny bodies" using bilingual dictionaries to find gender.</li> <li>- Play "Blind Artist" (Responding to instructions to draw faces/bodies).</li> <li>- Join in with song "Jean Petit qui danse".</li> <li>- Watch Early Start clip on French children playing Simon says in English and pick out key information.</li> <li>- Play "Twister" following instructions in French.</li> <li>- Perform Hokey Cokey in French to practise body parts and prepositions.</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Speaking:</b> Role play in pairs at doctors to show short conversation incorporating knowledge of moi à la/moi au</li> <li>- <b>Reading:</b> Read description of two strange creatures and draw accurately.</li> </ul>	<p><u>POWERFUL KNOWLEDGE:</u>  Our children will:</p> <p>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).</p> <p><u>HOW DOES THIS LOOK AT TRANMERE?</u></p> <ul style="list-style-type: none"> <li>- Dictionary challenge race to find the different rooms in a house.</li> <li>- Use dice to play "Pièce de la Maison" game - House Bingo.</li> <li>- Watch and respond to La Maison (<a href="http://www.habelzone.com">www.habelzone.com</a>).</li> <li>- Create own sentences by building up familiar vocab: Dans ma maison il y a...</li> </ul> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>- <b>Listening:</b> Respond by answering questions on a passage read by authentic French speaker on house description.</li> <li>- <b>Writing:</b> Written presentation with diagrams to include simple and compound sentences describing what is in "Ma Maison Idéale"</li> </ul>