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| D:\Blyton School Logo.jpgBlyton cum Laughton Church of England Primary SchoolReading-Inspired Curriculum CURRICULUM KNOWLEDGE PROGRESSION: MFL - FRENCH Subject Responsibility: Mrs Batey  |
| Willow Year 3 / 4 CYCLE 1AutumnListen to: Camille Saint-Saens – Carnival of the AnimalsSpring Listen to: Hector BerliozSummerListen to: Paul Dukas The Sorcerer’s Apprentice | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Bonjour/Au revoir!*** **Outcome: a short conversation where pupils meet and greet** -sing a welcome songIe: <https://www.youtube.com/watch?v=NXkJ88ygPY0>-oral conversation***C’est Combien?*****Outcome: know the numbers to 10****-**listen and respond-phonological patterns-matching word and digit-respond to ‘How many?’ question with ‘I have..’/’There are’ answer.-simple maths questions-write English numbers in words***Days of the week*****Outcome: say the days of the week**-sing days of the week song-match English and French | ***Moi (All about me)*****Outcome: short speech about themselves****-**respond to questions -ask questions of others-build a script of given sentences to re-create a short conversation to read to another-link 3/4 oral sentences in a short speech – use ICT to film speech***Quel temps fait-il?*****Outcome: to create a weather diary for different countries around the world**-say the weather conditions in response to a visual stimulus.-read weather phrases-create a written weather diary for the week (using days of week from term 1) | ***Les fruits et les legumes- what foods are good for us?*****Outcome: written personal profile**-vocabulary match-plural rules-convey likes and dislikes orally J’aime/Je n’aime pas-create written passage from modelled sentences, including sentences learned in term 2***La chenille qui fait des trous*****Outcome: rebuild the story from sentence strips****-** class read text-predict from memoryLa chenille qui fait des trous-re-write story as a class using vocabulary from ‘***Les fruits et les legumes’*** | ***Les couleurs*** **Outcome: short written passage about scenes from French fruit markets**-sing song from memory-matching games-use modelled sentences and colour vocabulary to write singular and plural sentences about fruit and vegetables from term 3***Mme Arc en Ciel*** Madame Arc-en-Ciel**Outcome: class read extracts from text aloud** -using knowledge of colours, identify missing colour adjectives in text | ***Dans ma salle de class- features and instructions*** **Outcome: write instructions for others to follow****Outcome: show new Y3 pupils their classroom objects in French**-listen to and follow classroom instructions- Simon Says…-matching games-write labels for others to match onto objects/write classroom resource list for others to find, using numbers and plural rules (from term 1) | ***La famille*** **Outcome: write short paragraph**-vocabulary match -sentences about family, extending speech from term 2-create a family tree either real or imagined -read text about a family and translate -interpret family trees, orally and in written format |
| Willow Year 3 / 4 CYCLE 2AutumnListen to: Camille Saint-Saens – Carnival of the AnimalsSpring Listen to: Hector BerliozSummerListen to: Paul Dukas The Sorcerer’s Apprentice | ***Bonjour/Au revoir!*** **Outcome: a short conversation where pupils meet and greet**-sing a welcome songIe: <https://www.youtube.com/watch?v=NXkJ88ygPY0>-oral conversation***Moi (All about me)*****Outcome: short speech about themselves****-**respond to questions -ask questions of others-build a script of given sentences to re-create a short conversation to read to another-link 3/4 oral sentences in a short speech – use ICT to film speech | ***Quel temps fait-il?*****Outcome: weather diary for different countries in the world**-say the weather conditions in response to a visual stimulus.-read weather phrases-written weather diary for the week ***C’est Combien?*****Outcome: know the numbers to 10****-**listen and respond-phonological patterns-matching word and digit-respond to ‘How many?’ question with ‘I have..’/’There are’ answer.-simple maths questions-write some words in response to English numbers**Le corps** | ***Les fruits et les legumes- what foods are good for us?*****Outcome: written personal profile**-vocabulary match-plural rules-convey likes and dislikes orally J’aime/Je n’aime pas-create written passage from modelled sentences, including sentences learned in term 2**Le Jardin – Monet’s Garden**  | ***Les couleurs*** **Outcome: short written passage about scenes from French fruit markets**-sing song from memory-matching games-use modelled sentences and colour vocabulary to write singular and plural sentences about fruit and vegetables from term 3***Mme Arc en Ciel*** **Outcome: class read extracts from text aloud** -using knowledge of colours, identify missing colour adjectives in text | ***Travelling*** **Outcome: create matching game**-vocabulary match -learn how to answer in the negative-match sentence with an answer  | ***La famille*** **Outcome: write short paragraph**-vocabulary match -sentences about family, extending speech from term 2-create a family tree either real or imagined -read text about a family and translate -interpret family trees, orally and in written format |
| Fig Year 4/5CYCLE 1AutumnListen to: Lili Boulanger – Pie JesuSpring Listen to: Georges Bizet – CarmenSummerListen to: Debussy – Clair de lune | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***Linked text: The Invention of Hugo Cabret******Let’s visit Paris*****Outcome: create a mini guide book, indicating its location within the city**-recognise tourist attractions from pictures and accurately pronounce their names, respond to question ‘Qu’est-ce que c’est?’-interpret a map of Paris using positional language (N,S,E,W) ie:<https://www.pariscityvision.com/en/paris/tourist-map>-use language of 1st, 2nd etc to locate tourist attractions in the different arrondissements-role-play tourist guide***Quelle heure est-il?*****Outcome: tell time in French****-**time matching games/dominoes/follow me-What Time is it , Mr Wolf (Quelle heure est-il, M le Loup?)-question and answer role play | ***C’est Combien?- numbers to 30*****Outcome: create a word number puzzle****-**listen and respond-phonological patterns-matching word and numbers-respond to ‘How many?’ question with ‘I have..’/’There are’ answer.-simple maths questions-write some words in response to French words***Quelle est la date?- days of the week/months of the year*** **Outcome: write the date accurately**-sing days of the week song from Y3-say months of year using rhymes-interpret a calendar with a French answer-answer and respond to questions - | ***CYCLE 1: Bonjour a Paris!- le café Parisian*** **Outcome: confidently order in a cafe**-match vocabulary to foods- ask for foods in a café, expressing preferences ( J’aime/Je n’aime pas, Je prefere)-order from a written menu, using numbers-role-play waiter/waitress and customer in café- does the order taken match what has been ordered?-write menus using known vocabulary.-order with a specific budget, using numbers from term 2 | ***Around the world- countries and methods of transport*** **Outcome: a yearly calendar for a traveller, showing places and methods of transport**-identify similarities and differences between English and French names -vocabulary match games-respond to questions such as ‘Ou est…? orally-translate an explorer’s guide-using days/months vocabulary, plan a trip around the world, using modelled sentences, beginning to conjugate verbs for different pronouns (written) | ***Les planetes (colours, size)*****Outcome: written descriptive passages about the planets for an inter-planetary guidebook**-vocabulary match games-read passage of text using colours-introduce how to use adjectives of size-introduce position of adjectives in sentencesLearn noun/ verb/adjectival agreement-write modelled sentences using adjectives of colour and size  | ***Food and ingredients*** **Outcome: read and use French recipes in French, creating a recipe of their own**- extend their vocabulary of food and drink from Spring term 2 by reading a range of texts such as recipes in French to identify nouns/ingredients.- identify verbs used in a recipe - use the imperative form of verbs to create their own recipes.<https://thelanguageskitchen.com/les-petites-madeleines/> |
| Fig Year 4/5CYCLE 2AutumnListen to: Lili Boulanger – Pie JesuSpring Listen to: Georges Bizet – CarmenSummerListen to: Debussy – Clair de lune | ***Linked text: Outlaw*** ***Let’s Visit Lincolnshire & Nottinghamshire******(including Sherwood Forest)*****Outcome: create a mini guide book, indicating its location within the region**-recognise tourist attractions from pictures and accurately pronounce their names, respond to question ‘Qu’est-ce que c’est?’-interpret a map of Lincolnshire/ Nottinghamshire using positional language (N,S,E,W) ie:<https://www.pariscityvision.com/en/paris/tourist-map>-use language of 1st, 2nd etc to locate tourist attractions in the different arrondissements-role-play tourist guide***Les couleurs*** ***Shape*****Outcome: to describe their heraldic shield in shapes and colour**-match shapes to vocabulary -explore position of noun and adjective in phrase | ***Christmas and Celebrations*****Outcome: learn the language of birthdays and sing in celebration****-know words linked to Christmas traditions in France****-Learn the words of a French Christmas song**  | ***Around the world- countries and methods of transport*** **Outcome: a yearly calendar for a traveller, showing places and methods of transport**-identify similarities and differences between English and French names -vocabulary match games-respond to questions such as ‘Ou est…? orally-translate an explorer’s guide-using days/months vocabulary, plan a trip around the world, using modelled sentences, beginning to conjugate verbs for different pronouns (written)***La ferme – farm*** **Outcome: confidently name animals and vehicles on a farm and order from the farm shop**-translate French version of ‘Old Macdonald’ (BBC Bitesize)  | ***Linked text: Guitar Genius: Les Paul******Weather*** **Outcome: Create a weather map for the US and the UK using the French words for common and extreme weathers** -identify similarities and differences in weather between the US and UK-know vocabulary of common and extreme weather  | ***Quelle heure est-il?*****Outcome: tell time in French****-**time matching games/dominoes/follow me-What Time is it , Mr Wolf (Quelle heure est-il, M le Loup?)-question and answer role play***In my suitcase*****Outcome: pack a suitcase with correct items following an oral instruction** -select appropriate clothing for different weather conditions | ***Linked text: Planetarium*** ***Les planetes (colours, size)*****Outcome: written descriptive passages about the planets for an inter-planetary guidebook**-vocabulary match games-read passage of text using colours-introduce how to use adjectives of size-introduce position of adjectives in sentencesLearn noun/ verb/adjectival agreement-write modelled sentences using adjectives of colour and size ***Months and Seasons of the year*****Outcome: use knowledge to create an accurate calendar** |
| Clover Year 5/6CYCLE 1AutumnListen to: Eric Satie - GymnopodieSpring Listen to: Jaques OffenbachSummerListen to: Jean-Maurice Ravel – Bolero  | **Autumn 1**  | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| ***On y va – around the world (geographical links, e.g. countries, river, forest)*** **Outcome: an itinerary for a world tour**-revise countries of world from Y4/5-read/identify geographical vocabulary-conjugate sentences with modal and infinitive verbs ( ie: je peux voir etc) using a modelled structure***Numbers 1-100*** **Outcome: read and write all numbers in a word search**-identify links between numbers/phonemes-matching games-read a list of items using familiar vocabulary from previous contexts | ***Les animaux – les habitats*****Outcome: a fact file about an animal- create TV programme about it using ICT**--read/identify vocabulary linked to animals and locations-identify an animal from oral clues -identify an animal from written clues -using vocab, write text using adjectives.***Traditional story: La petite poule rouge*** **Outcome: retelling parts of the story from memory**-listen and identify familiar vocabulary/verbs/ adjectives-read text with expression and use familiar text to work out unfamiliar text using grammatical knowledge-respond to oral and written questions about text | ***Vive le sport/ Hobbies and pastimes*** **Outcome: presentation of preferences in oral and written format**-identify sporting vocabulary in written text-use language of preference-ask and answer questions such as ‘Quel est ton sport favori?’-survey preferences of others through question and answers. | ***Les vetements*** **Outcome: written paragraph about clothing from a country for others to translate**-vocabulary match games which include colours and size-match sentences about clothing to image-describe traditional clothing word in the different countries around the world.(using vocabulary from term 1)-use a dictionary/word mat to identify other vocabulary needed  | ***Interpreting the artists*** **Outcome: write speech of a tour guide describing a particular painting in a gallery**-using paintings by French artists, identify nouns, and adjectives needed to describe painting- subject/verb agreement, and position of adjectives revision-independently create sentences, using the appropriate vocabulary-use a dictionary/word mat to identify other vocabulary needed  | ***A l’ecole******Dans la classe*** **Outcome: oral tour of classroom with one person acting as guide and the other as interpreter**-vocabulary match games-sing song of items/write new version replacing nouns-use structural phrases such as ‘Voici’ and ‘Il y a..’ -create sentences for 5 different places in school |
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