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| D:\Blyton School Logo.jpgBlyton cum Laughton Church of England Primary School  Reading-Inspired Curriculum    CURRICULUM KNOWLEDGE PROGRESSION: MFL - FRENCH  Subject Responsibility: Mrs Batey | | | | | | |
| Willow  Year 3 / 4  CYCLE 1  Autumn  Listen to:  Camille Saint-Saens – Carnival of the Animals  Spring  Listen to:  Hector Berlioz  Summer  Listen 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 song  Ie: <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 memory  La 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 2  Autumn  Listen to:  Camille Saint-Saens – Carnival of the Animals  Spring  Listen to:  Hector Berlioz  Summer  Listen to:  Paul Dukas  The Sorcerer’s Apprentice | ***Bonjour/Au revoir!***  **Outcome: a short conversation where pupils meet and greet**  -sing a welcome song  Ie: <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 4/5  CYCLE 1  Autumn  Listen to:  Lili Boulanger – Pie Jesu  Spring  Listen to:  Georges Bizet – Carmen  Summer  Listen 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 sentences  Learn 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 4/5  CYCLE 2  Autumn  Listen to:  Lili Boulanger – Pie Jesu  Spring  Listen to:  Georges Bizet – Carmen  Summer  Listen 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 sentences  Learn 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 5/6  CYCLE 1  Autumn  Listen to:  Eric Satie - Gymnopodie  Spring  Listen to:  Jaques Offenbach  Summer  Listen 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 |
| Clover  Year 5/6  CYCLE 2  Autumn  Listen to:  Eric Satie - Gymnopodie  Spring  Listen to:  Jaques Offenbach  Summer  Listen to:  Jean-Maurice Ravel – Bolero | ***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.  ***Colours of the World***  (Linked to The Lost Words art focus)  **Outcome: create a written summary of a Jackie Morris painting** | ***Degas ‘Scene de plage’***  ***Weather***  **Outcome: A 7 day weather guide for The Galapagos and GB using words for common and extreme weathers**  -identify similarities and differences in weather between The Galapagos and UK  -know vocabulary of common and extreme weather  -interpret written weather conditions in French | ***Story of the Sun and the Wind***  **Outcome: write own version of the story using a formal structure as a guide**  -listen and respond to oral story, noting sentence structure or repetition  -answer comprehension questions from the story | ***Flags of the World***  ***(including Shape)***  **Outcome: design a worksheet for others to follow**  -use a range of adjectives to denote size and colour to describe imagined and real flags (Olympics & Commonwealth Games)  -draw a response to written instructions for a peer to draw from  -use prepositions for position of shape | ***Fruit and Vegetables***  **Outcome: produce whole key stage survey for Tuck Shop**  ***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. |