

BOSTON WEST ACADEMY

MFL KNOWLEDGE PROGRESSION OVERVIEW

Y3-Y6

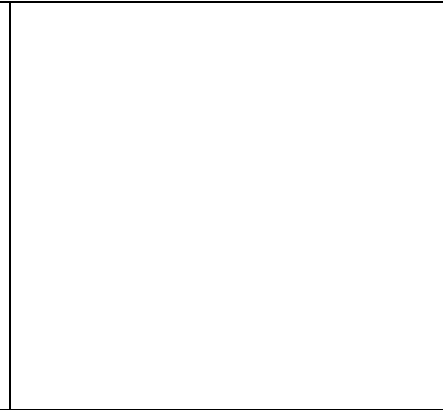
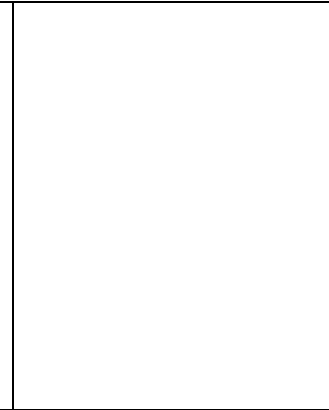


Year 3 MFL French		
<p>Term 1/2 Core unit 1 – a sequence of 6 lessons This unit gives children an introduction to the French language. It includes some basic vocabulary which will enable them to count up to 10 and introduce themselves in French. As well as talking about themselves, children will learn to introduce their immediate family in French. The unit ends with a simple story which recaps some of the vocabulary from the unit as a whole.</p> <ul style="list-style-type: none"> • Children will know how to: • Greet each other • Introduce themselves • Count up to 10 • Introduce their immediate family 	<p>Prior Learning: No prior knowledge needed.</p>	<p>Next Steps: Core unit 2 Core unit 3</p>
<p>Term 3/4 Core unit 2 – a sequence of 6 lessons This unit builds on the content covered in Core Unit 1. It introduces days of the week, colours and numbers 11-20. As children learn more numbers and colours, it will enable them to start describing objects around them. Lesson 4 introduces the French names for a selection of countries, and the likes and dislikes in Lesson 5 will enable children to start giving their opinions in French.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Recognise the days of the week when spoken in sequence. • Understand most of the colours. • Understand numbers up to 20. • Respond to questions about likes and dislikes with a single word. • Recognise negative responses to a question when given a visual prompt. 	<p>Greetings Numbers 1-10</p>	<p>Y4 T1/2 At school</p>
<p>Term 5/6 Core unit 3 – a sequence of 6 lessons This unit covers parts of the body, numbers 21 to 31, items of clothing and months of the year. The unit begins with the French version of “Head, Shoulders, Knees and Toes” — this familiar song makes learning French body parts fun for the children and should give them</p>	<p>French numbers up to 20 The song “Head, Shoulders, Knees and Toes” The tune of “Happy Birthday to You”</p>	<p>Unit G describing people Y4 T3/4 Unit H The Body Y4 T5/6 Unit E – My home Y5 T1/2</p>

extra confidence when singing along. By the end of this unit, children should be able to count up to 31 and tell each other when their birthday is.

All children will know how to:

- Sing along and do the actions to a French song, with a visual aid.
- Name items of clothing.
- Recognise most of the French body parts when they're spoken.
- Read the numbers 11-20 with some assistance.
- Accurately say the name of the month of their birthday when given a visual prompt.
- Understand the difference between singular and plural.



Year 4 MFL French		
<p>Term 1/2 Unit C – At school – sequence of 6 lessons</p> <p>Unit C introduces vocabulary that will enable pupils to talk about their school day and favourite subjects. Children will learn to talk about how they travel to school, become familiar with rooms in a school building and learn the vocabulary for items of stationery found in a pencil case. Lesson 4 deals with telling the time in French, which can be used in many other units too. The unit ends with a story that draws on some of the vocabulary learned in the unit's lessons.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Respond to questions using one-word answers or gestures. • Use numbers in a sentence to tell the time with some support. • Repeat basic questions. • Pronounce vocabulary, including articles, correctly with some support and visual aid. • Copy down singular nouns with their article. • Pronounce some French sounds correctly. • Follow a story as it is read, with visual prompts. • Identify a sound in a song with some help. • Understand that plural nouns have a different article to singular nouns. 	<p>Prior Learning: Days of the week Numbers 1-12 for telling the time <i>"Il y a..."</i> Using <i>"voici"</i> to introduce a noun</p>	<p>Next Steps: Y5 My home T1/2</p>
<p>Term ¾ Unit G – Describing people – sequence of 6 lessons</p> <p>This unit is all about describing people. The children will learn how to describe themselves and others, referring to both physical characteristics and personality traits. Describing their friends helps them practise using the pronouns <i>"he"</i> and <i>"she"</i> and talking in the third person. In this unit, children will learn a variety of new adjectives, and will learn how standard adjectives change to agree with the nouns that they describe.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Recognise subject pronouns, given some visual prompts. • Repeat sentences using some common verbs. • Describe others using short phrases when given visual aids. • Copy down plural nouns with the correct articles. • Summarise in English a character from a story. 	<p><i>"oui"</i> and <i>"non"</i> Basic French colours Clothing vocabulary from Core unit 3 (Y3 term 5/6)</p>	<p>The Body 5/6</p>

<p>Term 5/6</p> <p>Unit H – The Body – sequence of 6 lessons</p> <p>Unit H builds on the body vocabulary that pupils have already learned in Core Unit 3. Pupils will learn the parts of the face in French, as well as saying what hurts. First person verbs are introduced in the song in Lesson 2, which is linked to the body vocabulary. Lessons 4 and 5 will familiarise pupils with traditional characters and locations from fairy tales, which will help them understand the story of Little Red Riding Hood in Lesson 6.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • recognise articles and understand that they signify the gender of a noun. • Pronounce articles clearly when speaking and spell them correctly when writing. • Read a French rhyme with some help with unfamiliar vocabulary. • Repeat sentences that use adjectives to describe things. • Pick out some subject pronouns when reading, with assistance. 	<p>Using “<i>c’est</i>”</p> <p>The song “<i>Tête, épaules, genoux et pieds</i>” from Core Unit 3</p> <p>Parts of the body</p> <p>The game ‘Charades’</p> <p>The traditional fairy tale “Little Red Riding Hood”</p>	<p>Y5 Family</p>

Year 5 MFL French		
<p>Term 1/2 Unit R – Family – sequence of 6 lessons</p> <p>This unit is about family, and builds on the family vocabulary from Core Unit 1, Lesson 5. As well as introducing vocabulary for some extended family members, the unit covers how to talk about household tasks and family-based weekend activities. The lessons in this unit include sentences in the present and past tenses. The final lesson is a version of the traditional fairy tale “Cinderella”, which includes vocabulary from previous lessons in this unit.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Name extended family members • Say how many siblings they have • Talk about the household tasks they do and have done • Form sentences using “<i>on</i>” • Use vocabulary associated with birthday parties • Talk about what they have done using the perfect past tense when provided with a model sentence. • Identify third person plural forms of common verbs, with help. • Recognise the two different second person subject pronouns — “<i>tu</i>” and “<i>vous</i>”. • Use single words from the unit to substitute into model sentences, creating new sentences. 	<p>Prior Learning: Numbers Knowledge of the traditional fairy tale “Cinderella” Core unit 1 Y3</p>	<p>Next Steps: Unit Q In France (Y6)</p>
<p>Term 3/4 Unit E - My home – sequence of 6 lessons</p> <p>Unit E supplies pupils with the vocabulary they need in order to say where they live. By the end of the unit, they’ll have learned all of the vocabulary they need to give details about a variety of rooms and furniture. Lesson 5 introduces basic verbs associated with the daily routine, in the first person. Pupils will be able to do activities to recap colours and numbers as well as learning new vocabulary in this unit.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Name parts of the face • Say basic verbs in the first person • Say that something hurts • Name fairy tale characters • Say traditional fairy tale locations 	<p>Using “<i>c’est</i>” Using “<i>il y a</i>” Colours and numbers Body parts</p>	<p>Unit F - My Town</p>

<ul style="list-style-type: none"> • Recognise a familiar sound when it is heard in a song. • Identify one or two key words from the story with support. • Copy out or repeat sentences which use numbers in simple descriptions. • Repeat aloud full sentences about their homes and daily routines. • Write a word in French to respond to a spoken question. • Recognise sentences where the word order is different to English. • Identify an article with some help. 		
<p>Term 5/6 Unit F – My Town – sequence of 6 lessons This unit is about what you can see in your town. It covers some common town buildings as well as directions and some handy shopping vocabulary. They will learn how to ask for items in French and how to ask how much something costs. The unit ends with a story about a shopping trip which ties together some of the vocabulary from throughout the unit.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Ask how much something costs and saying prices • Talk about what is in their town • Give directions • Say names of shops • Say the names of items you might buy in a shop • Understand simple directions when prompted with images or gestures. • Say and write something about where they live, with help. • Understand simple prices when given visual prompts. • Read along with a story as it is read out in class. • Play French word games, including forming simple sentences with verbal prompts. 	Familiarity with the euro symbol (€) Numbers Familiarity with money in English <i>“Il y a...”</i> Confidence with giving directions in English	Unit K and Q

Year 6 MFL French		
<p>Term 1/2 Unit B Food - sequence of 6 lessons This unit is all about food — both eating it and preparing it. The unit builds up to a traditional French recipe — “<i>Le pain perdu</i>” (“French toast”) — which you could make with the class. Children will also learn the names of some foods, including fruit and veg, cutlery and cooking ingredients. They will learn how to say which foods they like and dislike, and to say what they are eating.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Name common foods • Express likes and dislikes • Say what they are eating • Name cutlery • Say what they would like to have • Understand cooking instructions • Give a spoken response to a simple written question using a single word answer. • Pronounce some common letter strings correctly. • Give an opinion in French with a visual prompt. • Repeat a couple of sentences, including talking about what they would like, using the first person. • Write vocabulary from memory. 	<p>Prior Learning: Greetings for use in role play <i>ne... pas</i> Numbers and colours for some of the activities</p>	<p>Next Steps: Eating out unit</p>
<p>Term ¾ Unit K – Eating out – sequence of 6 lessons This unit includes vocabulary and conversations linked with eating out and buying food. Pupils will learn how to order food and drinks in cafés and restaurants, as well as how to ask for a table. They will also have the opportunity to practise some of the numbers covered in the Core Units by asking how much things cost and talking about different weights of fruit and veg.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Ask for items in a shop or restaurant • Ask how much things cost 	<p>Numbers Pronouns “<i>il</i>” and “<i>elle</i>” “<i>S’il vous plaît</i>” and “<i>merci</i>” Familiarity with the euro symbol (€) Familiarity with money in English</p>	<p>Unit Q In France</p>

<ul style="list-style-type: none"> • Say some basic weights • Order for others in a restaurant • Understand, with help, the main points in the spoken and written versions of the story, and some unfamiliar vocabulary. • Recognise subject pronouns, and begin using “il” and “elle” to form a few sentences about what someone is having to eat/drink, with help. • Take part in a simple role-play using prompts. • Use formal language, e.g. the “vous” form, is used for talking to customers in restaurants etc. 				
<p>Term 5/6 Unit Q – In France – sequence of 6 lessons This unit is all about France — it introduces pupils to some French foods, the location of some French cities and some popular tourist attractions in Paris. The unit begins with the traditional French song “<i>Sur le pont d’Avignon</i>” (“On the Bridge of Avignon”), and ends with a recipe for a popular French snack — the croque-monsieur. Pupils will also learn how to say the points of the compass, how to say some more past tense verbs and how to discuss which countries speak French.</p> <p>Children will know how to:</p> <ul style="list-style-type: none"> • Learn where some French cities are located in France • Talk about tourist attractions in Paris • Learn about French-speaking countries • Name popular French foods • Read sentences in the perfect past tense about what they have eaten with some help. • Understand the main points from the unit’s recipe with help • Prepare and present a short presentation with some help • Ask questions in the second person singular using the correct intonation when prompted • Recognise that “on” has several meanings in French 	<p>The different meanings of the pronoun “on”.</p> <p>Familiarity with the points of the compass in English Numbers</p> <p>Understanding basic cooking instructions</p>	<p>Transition to KS3</p> <p>Link with local secondary school</p>		
<p>Additional units:</p>	<p>Y3 – Animals</p>	<p>Y4 – Playtime, Sport</p>	<p>Y5 – Hobbies, On holiday</p>	<p>Y6 – The future, Jobs</p>