

Modern Foreign Languages Curriculum Progression Midsomer Norton primary School

Key Skills/ NC Aims

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt. POP tasks are highlighted blue. Children should also complete short writing tasks.
- discover and develop an appreciation of a range of writing in the language studied

Concepts:

- Purpose and audience
- Imaginative description
- Sentence construction
- Spelling
- Punctuation
- Presentation
- Analysis(grammar)

Year 3/4 Year A

Year 3/4 Year B

Year 5/6 Year A

Year 5/6 Year B

<p>Teach: Numbers 1-20 Y3.1 <i>Chante en francais 1 Track 1 Numbers Rap, Track 2 Numbers</i> Play pelmanism (matching) game. Calculate answers to number sentences in French Montres-moi le numéro cinq (Show me the number 5) Que-est-ce que c'est? (What is it?) huit, neuf , cinq etc. Play bingo.</p> <p>Greetings Y3.2: <i>Chante en francais 1 Track 3 Comment ça va?</i> Bonjour. Comment ça va? Ça va bien, tres bien, mal (poorly), comme ci, comme ça (so-so), merci. Children practice greeting. POP Task Learn and perform finger rhyme: Toc! Toc! Toc! (Knock, knock, knock) Qui est-ce? (Who is it?) Bonjour! (Hello) Bonjour, c'est moi! (Hello, it's me!)</p> <p>Classroom instructions Y3.4: <i>Chante en francais 1 Track 4 Salut!, Track 5 Écoutez et regardez</i> Écoutez, regardez, asseyez-vous, levez-vous, répétez, silence!, venez ici – POP Task Play Jacques a dit (Simon says) Comment dit-on... en Francais? How do I say it in French Un and une - un lapin (rabbit), une souris (mouse), un chien (dog), une tortue (tortoise), un lion</p> <p>What is your name? Y3.4 Comment t'appelles-tu? what's your name? Je m'appelle I'm called Et toi? And you Monsieur, Madame, Mademoiselle</p>	<p>Revise: Numbers 1-20, Greetings: Bonjour. Cava?, What is your name? How old are you?, Colours, It is..., And/ also, I have..., Days of the week, months, Do you have any brothers and sisters?</p> <p>Teach: Answering the register Y6.1 Je suis presente, Il, elle est absent POP task Answer register in French every lesson Alphabet Y6.8 <i>Chante en francais 2 Track 21 La marche de l'alphabet & 22 Les lettres de l'alphabet;</i> Numbers:1-100 Y5.9 (<i>snakes and ladders, Chante en francais 2 Track 5 & 6; Compte</i>) Y5.10 Il y a... Il est... Elle est... Que-est-ce que c'est? C'est... J'ai Je n'ai pas de Days (Y5.4 <i>Sound track: Track 12 for song tune</i>)), Months, Say the date, today, tomorrow Y5.16 Culture: Easter/ Christmas traditions (Y5.6). Classroom phrases: Excellent, super, tres bien Ecoutez, regardez, asseyez-vous, levez-vous, repetez, silence!, venez ici Comment dit-on... en Francais? How do I say it in French</p> <p>Et alors (well...), Eh bien (well...), Voyons (Let's see...), Et toi? (And you?) Et (and), mmais (but), aussi (also) Trez (very), assez (quite) Tue es pret(e)? Are you ready?</p>
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Introduce some French names. Can children give English equivalents. Rosalie, Véronique, Marion, Marie,, Anne-Isabelle, Dorothé, Charlotte, Lucie, Alexandre, Jean, Philippe, Mathéo, Maxime, Guillaume, Pierre, Michel,

How old are you? Y3.5 *Chante en francais 1 Track 6 Comment t'appelles-tu? Quel âge as-tu?*

Quel âge as-tu? J'ai Ans.

Chant: Deux petits oiseaux

Colours Y3.6 *Chante en francais 1 Track 7 Bonjour, Track 8 Dans le petit bois (poem)*

Warm up: Marchez (march), sautez (jump), frappez (clap), Plus vite speed up) rouge red, bleu blue, blanc white, vert green, noir black, jaune yellow, orange orange, rose pink

C'est bleu ou jaune? Is it blue or yellow?

Make actions for poem

Y3.7 *Chante en francais 1 Track 9 Quelle est ta couleur préférée?*

marron (brown), gris (grey) violet (purple) est (is)

Quelle est ta couleur préférée? (What colour do you prefer?)

Elmer est de quelle couleur? (What colour is Elmer the elephant?)

Normalement, les éléphants sont de quelle couleur?

Elmer est rouge et bleu et jaune et rose et orange et vert et blanc et noir et violet.' Elmer est différent. Elmer est multicolore. Elmer est fantastique

Days of the week Y3.10

Chante en francais 1 Track 4 Les jours, Track 15: The days of the week

Lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche

Months of the Year Y3:11

janvier, février, mars, avril, mai, juin, juillet, août, septembre, octobre, novembre, décembre

Chante en francais 1 Track 4 Les jours, Track 16: les mois

POP Task Write the day and date in French from this point

The Alphabet

Chante en francais 1 Track, 23 La Lettre E, 24 Les voyelles The vowels)

Easter (End of Y3 guide, Y4.14) / **Christmas traditions** (End of Y3 guide, Y4.6/7)

Fruit: Y3.8

Chante en francais 1 Track 11 C'est bon pour la santé?

les oranges, les poires pears, les prunes

plums, les fraises strawberries

les pommes apples, les tomates

les bananes

c'est bon It's good, c'est mauvais It's bad

Parts of the body: Y4.1,

une tête (a head), un nez (a nose), des dents (some teeth), des cheveux (some hair), des yeux (some eye), une bouche (a mouth)

des oreille (some ears)

Play Jacques a dit (simon says)

UNIT 1

Places in town

There is ... Il y a.. + **Y5.1**

Un marche, un magasin, un supermarche, une poste, une baque, un café, une mairie (town hall), un magasin de vetements, une boulangerie, une boucherie

Song: Chante en francais 2 Track 2; Dans ma rue

Sound track: Track 1 La Rue Principale

Adjectives: grand (big), petit (small)

Directions – a gauche, a droit, au centre

Y5.2, Y5.3

Song: Chante en francais 2Track 2: A gauche, A droit

Sound track: Track 8 – listening exercise

Comment est la rue principale (How is the high street)? C'est Calme, animee, sale, pollue, propre

Unit POP task Complete plan + label high street. Write a sentence. E.g. Dan la rue principale il y a deux cafes. Il y a aussi un grand supermarche a droite.

UNIT 2: Family members Y6.4

Review mon pere, ma mere, ma soeur, mon frere, mon grand-pere, ma grand mere.

(Y6.4) Play ladder game (p148) to review family member/ pets

Play sound track 13. Children read text.

True/ false questions.

Song: Chante en francais 2 Track 20: En Classe

Teach: Il s'appelle, elle s'appelle, il est 40 ans. Il habit a Bath

Adjectives: sympa, intelligent, amusant, beau/belle, sportif/ sportive

Unit POP task Write a description of a family member

UNIT 1 Places: Where I live (description) and **Y5.18, Y6.8**

(Y5.18) (Starts with review of weather/ seasons) Points of the compass. J'habite a Bath dans l'ouest de Angleterre. Children re-order sentences

(Y5. 19) Differences between UK and France/ stereotypes.

(Y6.8)Houses (une maison, un apartment) / Rooms in the house.

Voici (here is), il y a

Un salon (sitting room), ne sale a manger (dining room), une cuisine (kitchen), une salle de bains (bathroom), un garage, un balcon (balcony), un jardin(garden), une chambre(room), une fenetre, une piscine

(Y6.9) Adjectives: petit, grand, superbe, magnifique, immense, joli, de luxe, en haut (upstairs), en bas (downstairs)

Listen to sound track 29 – Claire's ideal house.

(Y6.10) *Song: Chante en francais 2 Track 24: Ma maison ideale*

Sur (on) , sous (under)

(Y6.11) Sound track 34 Estate Agent- Une maison a louer

POP task Children design and describe house. Dans la maison ideale de la classe il ya ...

UNIT 2 What's the time? O'clock, half past Y5.4

Song: Chante en francais Track 3: Quelle heure est-il?, Track 4 Lundi Matin

Matin, apres-midi, soir. Lundi matin, samedi soir a dix heures, a six heure et de-mie etc

Huit heures et quart (a quarter past 8)

Il est cinq heures moins le quart (it's a quarter to 5), Il est onze heures dix (11:10)

POP Task – read and write time in French

les chips crisps, le coca cola
les sucettes lollipops, le chocolat
les bonbons sweets
C'est bon pour la santé? (Is it good for your health). C'est bon, c'est mauvais
Y3.9 *Chante en francais 1 Track 12 Un, deux, trois, Track 13* Il était une fois
I have.... I don't have... It is... (Y4.5)
Adjectives – big, small
POP Task: Group foods into healthy and unhealthy foods

Family: Y4.9, Y4.10

Chante en francais 1 Track 28 Ah! Vous dirai-je maman

le père the father, papa dad, la mère the mother, maman mum

le frère the brother, la soeur the sister

le grand-père the grandfather

la grand-mère the grandmother

mon my (masculine singular)

ma my (feminine singular)

Descriptions: Tall, short

I have.... I don't have...

Il s'appelle, elle s'appelle

Est-ce que c'est le père? La mère?

Voici mon père. Voici ma mère

POP Task: Children prepare and perform role play eg:

Paul: Bonjour Luc.

Luc: Bonjour Paul.

Paul: Je te présente ma famille. Voici ma soeur. Elle s'appelle Isabelle.

Luc: Bonjour Isabelle.

Isabelle: Bonjour Luc.

Y4.10

Chante en francais 1 Track 30 Ma famille

As-tu des freres ou des soeurs? (Do you have any brothers or sisters?)

Deux frere etc

Je n'ai pas de freres

Je n'ai ni freres ni soeurs (I have no brothers or sisters)

Pets: Y4.11,

la petite fille (the granddaughter)

le chat (the cat) la souris (the mouse)

grand (big), petit (small), gros (fat), long (long), pointu (pointed)
Chante en francais 1 Track 18 Pomme du reinette, Track 19 Le monster
Read through text on powerpoint. Try to avoid translating – use pictures and actions
POP Task: children design and describe their own monster

Y4.2

Chante en francais 1 Track 21 La tête, les épaules, les genoux

la jambe (the leg), le pied (the foot), le

ventre (the stomach), l'épaule (the shoulder), le genou (the knee), le bras (the arm), la main (the hand)

Comment dit-on... en français?

(How do we say... in French)

Recognise and revise adjectives

grand/grande(big), petit/petite (small)

long/longue (long, gros/grosse (fat)

pointu/pointue (pointed), énorme/énorme (enormous)

Zoo animals: Y4.4

le tigre (the tiger) ,l'éléphant (the elephant),

l'ours (the bear), la souris (the mouse), le

lion the lion, la girafe the giraffe, le singe

(the monkey), le crocodile the crocodile, le

pingouin (the penguin)

Read the zoo story (powerpoint)

Y4.5

Adjectives: grand (big), petit (small) gentile (gentle), feroce (fierce), rigolo (funny) **Y4.5**

It is...

Play guessing game. It is grey, It has a long nose. What is it?

POP Task: Children design own riddles

Hobbies: Y4.16, Y4.17

Chante en francais 1 Track 33 Au Feu, les pompiers!

danser to dance

nager to swim

jouer au football to play football

manger au restaurant

eat at a restaurant

UNIT 3: Classroom objects:

(Y6.1) *Song: Chante en francais 2 Track 18: En Classe*

Un stylo (pen), un crayon (pencil), une gomme (rubber), un taille-crayon (pencil sharpener) des ciseaux (scissors) un cahier (exercise book) un sac (bag), J'ai, Je n'ai pas de (I don't have a)

Taking the register

(Y6.2) As-tu...? (have you a ...?) *Don't do breakfast foods*

Use adjectives un stylo bleu

POP task: Describe what is in your pencil case. *Dans ma trousse, J'ai.*

UNIT 4: Food: Y5.11, Y5.12, Y5.13, Y5.14

Song: Chante en francais 2 Track 8: Craque le bon pain, Track 9 A la soupe

(Y5.11) J'aime, J'adore, Je n'aime pas

Le pain (bread), la baguette, le ris (rice), les pates (pasta), les pommes de terre , l'eau, le yaourt (yoghurt), la salade, les carots. Les petite pois

From Y3&4: le poisson (fish), les biscuit, le fromage (cheese), le chocloato, la galce (ice cream), le gateau, les chips (crips), les frites (chips)

Revise: J'aime, Je n'aime pas

POP task – write conversation between 2 children about food.

(Y5.12) *The food pyramid.*

Song: Chante en francais 2 Track 10 J'aime, Je n'aime pas

Task: children design a healthy meal.

(Y5.13) *Comparing food in France and England*

Song: Chante en francais 2 Track 11: Pan, pan, pan

Watch CBS France's gourmet school lunches

<https://www.youtube.com/watch?v=KSHdKjWPsjg>

(Y5.14) Tu veux...? Would you like?

Je voudrais... I would like, s'il vous plait

Optional lesson:(Y5.15) *Song: Chante en francais 2 Track 12 La mousse au chocolat*

Sound track: 69 – instructions for mousse

UNIT 3 Clothes: Y6.3

Song: Chante en francais 2 Track 19 Mon cousin Gaston

Un pantalon (trousers), un pull (jumper), une chemise (shirt), une jupe (skirt), des chausseres (shoes), des chaussettes (socks), un sweat (sweatshirt), une cravat (tie)

J'aime, Je n'aime pas

Adjectives; super, joli (pretty), moche (horrible), laid (ugly)

Children sort sentences.

Pair expression to form longer sentence e.g. J'aime le noir – c'est super!

UNIT 4 Occupations Y6.5

Song: Chante en francais 1 Track 33 Au fer les pompiers

Il est, elle est + occupation

Medecin (doctor), vendeur/ vendeuse

(shopkeeper) agent de polce (police man/ woman) serveur/ serveuse (waiter/ waitress), professeur (teacher), cantinier/ cantiniere (cook).

Sound track 21 – ch listen and note down occupations/ family members. Show transcript.

POP task: Sketch family and describe occupation

UNIT 5 Sports and hobbies Y5.8, Y5.10

Recap Days (Y5.4 *Sound track: Track 12 for song tune*),

Song: Chante en francais Track 14: les jours de la semaine

Jouer au + sport (to play + sport)

Nager (to swim)

Faire du jogging (to go jogging)

Danser (to dance), regarder la television, lire (to read), aller au parc (to go to the park)

Sound track: Track 40 list of verbs above

(Y5.8) Children complete a keep fit timetable (p52)

Simple future: Je vais (I am going to) , encore (again)

<p>tirer to pull tomber to fall un chien (a dog) un hamster (a hamster) un lapin (a rabbit) un poisson (a fish) un cochon d'Inde (a guinea pig) un oiseau (a bird) Y4.12 <i>Chante en francais 1 Track 31 As-tu un animal a la maison?</i> As-tu un animal? Je n'ai pas un lapin J'ai un lapin et un chien Qu'est-ce que c'est? C'est un animal; c'est blanc ou marron ou noir, ça commence par 'L' POP Task Learn the poem Un petit lapin to perform in assembly J'aime, J'adore, Je n'aime pa (Y4.17)</p>	<p>lire to read regarder la télé to watch TV aller au parc J'aime, J'adore, Je n'aime pa Y4.18 <i>Chante en francais 1 Track 35 J'aime</i> POP Task create all about me poster (age, name, appearance, hobbies)</p>	<p><i>Task: children write shopping list for imaginary recipe.</i> UNIT 5: Weather Y5.16 Y5.17 <i>Song: Chante en francais 2 Track 13: Sur a route de Chatillon</i> (Y5.16) –saying the date. Quelle est la date? Aujourd'hui, c'est le lundi 9 mai. <i>Sound track 75: La meteo (the weather forecast)</i> Can ch. figure out what it is about? Intro weather phrases: Il fait froid (cold) , il fait chaud (hot), il y a du soleil(sunny) , il y a du vent (windy), il ya brouillard (foggy), Il pleut (rain), Il neige (snow), il fait beau (good weather), il fait mauvais (poor weather) Children rearrange order of words to make sentences. (Y5.17) Intro seasons vocab: en automme, en hiver, au printemps, en ete. Show map of France (Flash lesson file). Compare to UK. Teach weather in different place e.g. A Marseilles, il ya du soleil <i>Song: Chante en francais 2 Track 14: Quel temps fait-il?</i> Quelquefois (sometimes), en general (generaly), normalement (normally) <i>Song: Chante en francais 2 Track 15: Les saisons (The Seasons)</i> POP Task Children produce a weather report</p>	<p><i>Chante en francais 2 Track 7 Qu'est-ce que tu vas faire?</i> (Y5.9)Children measure and record pulse rate for different activities. POP Task children produce a sports and hobbies poster UNIT 6: Holidays Y6.14, Y6.15 (Y6.14) On va (we are going) aller (to go) partir (to leave) <i>Chante en francais 2 Track 26 Le Francais dans le monde</i> Task: research French speaking countreis around the world. (La France, La Nouvelle Caledonie, Haiti, La Martinique, Le Quebec) Example sentence: On va all au Maroc (to Morocco) (Y6.15) On va rester (we are going to stay), dans (in), un hotel, un appartement, un gite (cottage), un camping (campsite) Write a letter (booking request) Cher Monsieur/ Chere Madame Je voudrais reserver une chamber dans L'hotel (name)/ l'appartement (name)/ le gite (name) du samedi 1 aout au samedi 28 aout. Merci (Y6.16) On va aller en avion/ voiture/ bateau(we're going to go by plane/car/boat) On va prendre l'avion (We are going to take the plane) a 11h 55 (onze heures cinquante cinq) (Y6.17) On va visiter/ regarder (we are going to visit/ watch) Le muse, le chateau, la plage, e zoo, la piscine, le centre commercial, le parc d'attractions (museum, castle, beach, zoo, swimming pool, shopping centre, fair ground) D'abord – first of all Plus tard (later on) POP Task – write itinerary for a day on holiday</p>
<p>Weather and clothes: (Y4.20) <i>Chante en francais 1 Track 36 En novembre</i> il fait chaud it's hot il fait froid it's cold très very, un peu a bit un pantalon trousers, un short shorts une jupe a skirt, un pull a jumper, un tee-shirt a T shirt, un chapeau a hat, une chemise a shirt, un maillot de bain a swimsuit, des lunettes de soleil sunglasses En août en France il fait chaud Normalement, il fait chaud En janvier il fait très froid. En août il fait très chaud. En octobre il fait un peu froid. En juin il fait un peu chaud. POP Task Describe the weather in UK and France in the winter and summer months</p>			

<p>Threshold Concepts</p> <p>To speak confidently (oracy)</p>	<p>Milestone 1</p> <ul style="list-style-type: none"> • Understand a range of spoken phrases • Answer simple questions and give basic information • Give responses to questions about everyday events • Pronounce words showing a knowledge of sound patterns 	<p>Milestone 2</p> <ul style="list-style-type: none"> • Understand the main points from spoken passages • Ask others to repeat words or phrases if necessary • Ask and answer simple questions and talk about interests • Take part in discussions and tasks • Demonstrate a growing vocabulary • Take part in a role play and perform to an audience 	<p>Milestone 3</p> <ul style="list-style-type: none"> • Understand the main points and opinions in spoken passages • Give a short prepared talk that includes opinions • Take part in conversations to seek and give information • Refer to recent experiences or future plans, everyday activities and interests • Vary language and produce extended responses • Be understood with little or no difficulty • Devise and perform a role play
<p>To understand the culture of the countries in which the language is spoken (inter- cultural understanding)</p>	<ul style="list-style-type: none"> • Identify countries and communities where the language is spoken • Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken • Show awareness of the social conventions when speaking to someone 	<ul style="list-style-type: none"> • Describe with some interesting details some aspects of countries or communities where the language is spoken • Make comparisons between life in countries or communities where the language is spoken and this country. 	<ul style="list-style-type: none"> • Give detailed accounts of the customs, history and culture of the countries and communities where the language is spoken • Describe, with interesting detail, some similarities and differences between countries and communities where the language is spoken and this country
<p>To read fluently (knowledge about language)</p>	<ul style="list-style-type: none"> • Read aloud everyday words and phrases • Use phonic knowledge to read words • Read and understand short written phrases • Read out loud familiar words and phrases • Use books or glossaries to find out the meanings of new words 	<ul style="list-style-type: none"> • Read and understand the main points in short written passages • Read short texts independently • Use a translation dictionary or glossary to look up new words 	<ul style="list-style-type: none"> • Read and understand the main points and some of the detail in short written passages • Use the context of a sentence or a translation dictionary to work out the meaning of unfamiliar words • Read and understand the main points and opinions in written texts from various contexts, including present, past or future events. • Show confidence in reading aloud, and in using reference materials
<p>To write imaginatively</p>	<ul style="list-style-type: none"> • Write or copy everyday words correctly • Label items and choose appropriate words to complete short sentences • Write one or two short sentences • Write short phrases used in everyday conversations correctly 	<ul style="list-style-type: none"> • Write a few short sentences using familiar expressions • Express personal experiences and responses • Write short phrases from memory with spelling that is readily understandable 	<ul style="list-style-type: none"> • Write short texts on familiar topics • Use knowledge of grammar to enhance or change the meaning of phrases • Use dictionaries or glossaries to check words • Refer to recent experiences or future plans, as well as to everyday activities • Include imaginative and adventurous word choices • Convey meaning (although there may be some mistakes, the meaning can be understood with little or no difficulty) • Use dictionaries or glossaries to check words

Assessment

Assessment would be predominantly oral or brief written tasks e.g labelling /cloze text /matching tasks

POP Tasks

- Learn and perform finger rhyme
- Play Jacques a dit
- *Write the day and date in French*
- Group foods into healthy and unhealthy foods
- Children prepare and perform role play
- Learn poem and perform in assembly

POP Tasks

- Learn and perform finger rhyme
- Play Jacques a dit
- *Write the day and date in French*
- design and describe their own monster
- Children design own riddles
- create all about me poster (age, name, appearance, hobbies)

POP Tasks

- Answer register in French every lesson
- Complete plan + label high street. Describe.
- Write a description of a family member
- *Describe what is in your pencil case. Dans ma trousse, J'ai.*
- write conversation between 2 children about food.
- produce a weather report

POP Tasks

- Answer register in French every lesson
- Children design and describe their ideal house.
- read and write time in French
- Sketch family and describe occupation
- *children produce a sports and hobbies poster*
- write itinerary for a day on holiday