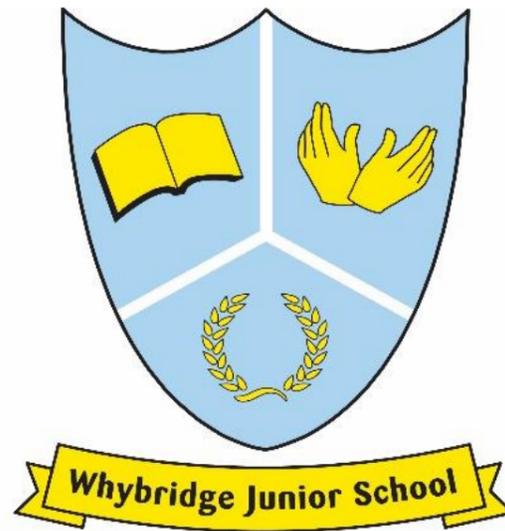


# Whybridge Junior School



## MFL Curriculum Progression and Overview

## MFL LONG TERM MAP

	Autumn	Spring	Summer
Year 3	I'm learning French Animals	Instruments Red Riding Hood	Je peux Fruits/ Vegetables
Year 4	Presenting myself The Romans	The family At the Cafe	In the classroom Do you have a pet?
Year 5	What is the date? The Weather	Clothes WW2	Habitats The planets
Year 6	Healthy lifestyle Habitat (progressive)	The weekend At school	Me in the world La Phonétique

## MFL OVERVIEW

	Autumn	Spring	Summer
Year 3	<p><b>I'm learning French</b></p> <ul style="list-style-type: none"> <li>listen attentively to spoken language and show understanding by joining in and responding</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 audience</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> </ul> <p><b>Animals</b></p> <ul style="list-style-type: none"> <li>speak in sentences, using familiar vocabulary, phrases and basic language structures</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> <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 audience</li> </ul>	<p><b>Instruments</b></p> <ul style="list-style-type: none"> <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 audience</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>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> <p><b>Red Riding Hood</b></p> <ul style="list-style-type: none"> <li>appreciate stories, songs, poems and rhymes in the language</li> <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>speak in sentences, using familiar vocabulary, phrases and basic language structures</li> </ul>	<p><b>Je Peux</b></p> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>describe people, places, things and actions orally and in writing</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</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 audience</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> </ul> <p><b>Fruits/ Vegetables</b></p> <ul style="list-style-type: none"> <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 audience</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> </ul>

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Year 4	<p><b>Presenting myself</b></p> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</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 audience</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> </ul> <p><b>The Romans</b></p> <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>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 audience</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> </ul>	<p><b>The family</b></p> <ul style="list-style-type: none"> <li>Engage in conversations; 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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> <p><b>Do you have a pet?</b></p> <ul style="list-style-type: none"> <li>Speak in sentences, using familiar vocabulary, phrases and basic language structures</li> <li>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</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 audience</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>Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; 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Year 5	<p><b>What is the date?</b></p> <ul style="list-style-type: none"> <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> </ul>	<p><b>Clothes</b></p> <ul style="list-style-type: none"> <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> </ul>	<p><b>Habitats (intermediate)</b></p> <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> </ul>

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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> <p><b>WW2</b></p> <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>• 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 audience</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>•</li> </ul>	<ul style="list-style-type: none"> <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 audience</li> <li>• Read carefully and show understanding of words, phrases and simple writing</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> </ul> <p><b>The planets</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding</li> <li>• Appreciate stories, songs, poems and rhymes in the language</li> <li>• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</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 audience</li> <li>• Read carefully and show understanding of words, phrases and simple writing</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>
Year 6	<p><b>Healthy lifestyle</b></p> <ul style="list-style-type: none"> <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 audience</li> </ul>	<p><b>The weekend</b></p> <ul style="list-style-type: none"> <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 audience</li> </ul>	<p><b>Me in the world</b></p> <ul style="list-style-type: none"> <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 audience</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> </ul>

- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing.
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#### **Habitat (progressive)**

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audience
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
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#### **At school**

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
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#### **La Phonétique**

- speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audience
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

## MFL Progression Grid

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>AUTUMN</b>	<p><b>I'm learning French</b> I can find France on a map of the world if I am shown Europe first. I can name the capital of France and three other well-known French cities. I can name one other French speaking country. I can tell you my name in French. I can count to ten in French. I can express how I am feeling in French.</p> <p><b>Animals</b> I can repeat all the numbers 1-10 in French. I can begin to count backwards. I can express what these numbers mean in English when they are out of sequence. I can say and match all the animals to their appropriate picture. I can begin to spell three animal names in French.</p>	<p><b>Presenting myself</b> I can understand and use set phrases to talk about myself I can ask others for simple information. I can understand numbers 1-20, I can count from 1-20 count in French and use them out of sequence. I can say whether I am French or English. I can express how pronunciation changes if I am a girl or boy.</p> <p><b>The Romans</b> I can tell you some of the key facts from the history of the Roman Empire with support. I can name some of the key people from the history of the Roman Empire with support. I can say all the days of the week in French I can begin to spell some days of the week using a word bank. I can name at least three famous Roman inventions. I can say one sentence from memory in French to describe my day as a Roman child.</p>	<p><b>What is the date?</b> I can repeat most of the months in French with good pronunciation. I can begin to spell some of them from memory. I can ask the date in French I can begin to give the date in French with support. I can ask somebody when their birthday is. I can say when my birthday is.</p> <p><b>The Weather</b> I can repeat most of the weather vocabulary presented to me in class with good pronunciation. I can begin to spell some of these phrases from memory. I can ask what the weather is in French and can attempt to give the reply in French. I can read a French weather map with support.</p>	<p><b>Healthy Lifestyle</b> I can now name and recognise at least five foods and drinks that are considered good for a healthy diet. I can name at least five foods and drinks that are considered bad for a healthy diet. I can tell you at least one thing that I do during the week in terms of exercise. I can give you a general account of what I do to lead a healthy life style. I can follow a simple French recipe.</p> <p><b>Habitats (progressive)</b> I can tell you some of the essential elements that plants and animals need to survive in their habitats. I can tell you different types of habitats and find examples on a world map. I can tell you what animals and plants live and grow in two different types of habitats. I can say one sentence from memory in French on a plant and animal adaptation and then attempt to give two extended sentences.</p>
<b>SPRING</b>	<p><b>Instruments</b> I can recognise most of the instruments I have been introduced to, when I hear them. I can name five instruments in French with the correct gender. I am able to match most of the French spellings to their appropriate picture. I can begin to say "I play..." five instruments of my choice, using the verb 'jouer' correctly in French.</p> <p><b>Red Riding Hood</b> I can listen and follow the entire story of Little Red Riding Hood in French and understand most of what I hear. I can begin to remember all of the words for the picture cards in French, with support. I can remember and spell three parts of the body we covered in class., with support.</p>	<p><b>The Family</b> I can recall most of the language covered previously, but may need some prompting with some words and phrases. I can tell you the words for family members in French. I can begin to express what relation they are to me, how old they are and what they are called, with support I can understand numbers 1-100, count and use them in sequence.</p> <p><b>At the Café</b> I can understand and use most of the set phrases covered in class to order food and drink. I can begin to read and pronounce some of these words to help me order a French breakfast and typical French snacks from a menu.</p>	<p><b>Clothes</b> I can repeat most of the clothes vocabulary presented to me in class with good pronunciation, I can begin to spell some of these words from memory I can mostly use un/une/des correct. I can say what I am wearing if I have time to prepare in French and can attempt to tell you what my friend is wearing. I can begin to use the verb "to wear" in French. I can tell you what I wear in different weather I can begin to express what my friend is wearing.</p> <p><b>WW2</b> I can now order a group of unknown words when I am given the appropriate headings.</p>	<p><b>The Weekend</b> I can ask what the time is in French. I can begin to tell the time accurately, including using quarter past, half past and quarter to. I can talk about the activities that I do at the weekend, in French and can remember at least half of them by heart. I can highlight verbs in sentences. I can give you an account of what I do at the weekend and at what time, integrating connectives into my work.</p> <p><b>At School</b> I can repeat some of the vocabulary presented to me in class from memory for school subjects with good pronunciation and I can begin to attempt to spell some correctly, without help. I can attempt to use the correct article.</p>

		I can ask for the bill when prompted.	I can decode most of the meaning in a short piece of French text. I can use simple strategies to improve my reading and listening skills in French. I can name some of the countries and languages involved in WW2 I can label a map in French. I can give a simple account of what city life was like compared to country life during the war. I am able to write a few lines in French using all the knowledge I have learnt in this unit.	I can say what subjects I like and dislike at school. I can tell you what time I have a particular subject at school. I can tell you what time I go to school.
<b>SUMMER</b>	<p><b>Je Peux</b> I can name up to five common French verbs/activities. I can begin spell up to five of these verbs accurately. I can match up to five verbs/activities to their picture and begin to attempt more with support. I can say I am able to do some of these activities in French by using 'Je peux'.</p> <p><b>Fruits/Vegetables</b> I can repeat and recognise most of the ten fruits in French with their correct article. I can begin to spell five of these words. I can ask somebody in French if they like a particular fruit. I can say in French which of the ten fruits I like and dislike, with support. I can repeat and recognise most of the ten vegetables in French with their correct article. I can begin to five of these words. I can ask somebody in French for a particular vegetable but I may need a reminder of how to specify the weight. I can perform a simple French role play about buying vegetables at a market stall, using a word bank.</p>	<p><b>In the Classroom</b> I can recall some of the vocabulary covered in lessons for classroom objects. I can say some of the vocabulary covered in lessons for classroom objects. I can spell some of the vocabulary covered in lessons for classroom objects. I can tell you some of the objects I have and do not have in my pencil case. I can remember and follow most classroom commands in French.</p> <p><b>Do you have a pet?</b> I can understand and repeat most of the eight pets introduced by the teacher. I can remember some of the spellings and genders and attempt the rest. I can ask somebody if they have a pet if I have the language required in front of me. I can then work out how to reply back, including use of the negative if I have time to work out what I want to say and see an example first to remind me. I can tell you the name of my pet using a full sentence in French if the teacher shows me an example first to remind me of the language. I can attempt to improve my spoken and written French using the connectives ET ("and") or MAIS ("but").</p>	<p><b>Habitats (intermediate)</b> I can name one of the essential elements that plants and animals need to survive in their habitat, with support. I can tell you in French a few of different types of habitats and name examples, with support. I can express in French which animals and which plants live and grow in one type of habitat.</p> <p><b>The Planets</b> I can name at least five planets in French and place them on a solar system map. I can spell at least five of the planets in French. I can tell you an interesting fact about four of the planets. I can explain the basic rules of adjectival agreement in terms of masculine, feminine, singular and plural.</p>	<p><b>Me in the world</b> I can identify that there are many countries that have French as their official language and can name two of them in French (apart from France). I can locate some of these on a map of the world. I can name a few key facts in French about two celebrations in French speaking countries. I can tell you at least one thing that I am going to do help protect our planet.</p> <p><b>La Phonetique</b> I can identify and use the key sounds of the French alphabet. I can identify and use the four main French accents and know how they affect pronunciation. I can identify and use the five main French letter strings and pronounce them correctly. I can identify and use the four main French nasal letter patterns and pronounce them correctly.</p>