

## Birley Spa Primary Academy – MFL Curriculum

	Year 3	Year 4	Year 5	Year 6
<b>Speaking and Listening</b>	<p><b>National Curriculum.</b> Pupils should be taught to:</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 the words.</li> <li>Engage in conversations; ask and answer questions; express opinions; respond to those of others; seek clarification and help.</li> <li>Speak in sentences using familiar vocabulary, phrases and basic language structures. Present ideas and information to a range of audiences</li> </ul>			
	<ul style="list-style-type: none"> <li>(Speaking) Learn specific vocabulary; develop accuracy in pronunciation by listening to and repeating recordings of authentic speakers.</li> <li>Recognise a familiar question and respond with a simple rehearsed response.</li> <li>Name objects and actions and link words with a simple connective.</li> <li>(Listening) Explore the patterns and sounds of language through songs and rhymes.</li> <li>Link to spelling, sound and meaning of specific words Join in with actions to accompany familiar songs, stories and rhymes.</li> <li>Repeat words modelled by teacher, show understanding with an action.</li> </ul>	<ul style="list-style-type: none"> <li>(Speaking) Ask and answer questions with a rehearsed response using appropriate intonation.</li> <li>Use common phrases</li> <li>Use description words e.g. colours, size.</li> <li>Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers.</li> <li>(Listening) Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action).</li> <li>Say a simple rhyme from memory; join in with words of a song or storytelling.</li> <li>Pick out known words in an ‘authentic’ conversation.</li> </ul>	<ul style="list-style-type: none"> <li>(Speaking) Begin to use action words.</li> <li>Ask and answer more complex familiar questions with a scaffold of responses.</li> <li>Ask for clarification and help.</li> <li>(Listening) Listen to and appreciate poems, songs and rhymes in the language.</li> <li>Follow text in the songs, identifying words Listen to ‘authentic’ conversation, picking out familiar phrases and sentences.</li> <li>Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>(Speaking) Engage in short scripted conversations.</li> <li>Express opinions in short conversations.</li> <li>Speaking in longer sentences, learning to use particular sentence structures more flexibly to create own sentence.</li> <li>(Listening) Begin to show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.</li> <li>Listen to and show understanding of more complex sentences in ‘authentic’ conversation, picking out specific vocabulary.</li> <li>Listen to and appreciate stories and poems in the language. Identify patterns of language and link sound to spelling.</li> </ul>
<b>Reading and Writing</b>	<p><b>National Curriculum.</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Appreciate stories, songs, poems and rhymes in the language.</li> <li>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</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 introduced into familiar written material, including using a dictionary.</li> <li>Describe people, places, things and actions orally and in writing.</li> <li>Write phrases from memory and adapt these to create new sentences, to express ideas clearly.</li> </ul>			
	<ul style="list-style-type: none"> <li>(Reading) Begin to recognise written vocabulary/ single words.</li> <li>Recognise written vocabulary/ single words.</li> <li>Begin to recognise written phrases.</li> <li>(Writing) Copy simple vocabulary. Attempt to write taught vocabulary (single words) from memory.</li> <li>Attempt to write simple phrases from memory.</li> <li>Join in with actions to accompany familiar songs, stories and rhymes and say some of the words</li> </ul>	<ul style="list-style-type: none"> <li>(Reading) Begin to recognise simple written phrases.</li> <li>Recognise simple written phrases begin to show understanding of more complex written phrases.</li> <li>(Writing) Attempt to write simple, short taught phrases from memory.</li> <li>Write simple, short taught phrases from memory.</li> <li>Join in with the words of a rhyme, song or story sometimes from memory.</li> </ul>	<ul style="list-style-type: none"> <li>(Reading) Read and show understanding of more complex written phrases.</li> <li>Read and show understanding of simple writing.</li> <li>Practice using a dictionary to find the meaning of unknown words.</li> <li>(Writing) Write simple, short taught sentences from memory including questions and responses.</li> <li>Begin to use dictionaries to find the meaning of unknown words and to translate own ideas.</li> <li>Follow the simple text of a familiar song or story and sing or read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>(Reading) Use a dictionary to understand the definition of unknown words.</li> <li>Practice reading longer texts aloud, containing taught phrases and vocabulary.</li> <li>Present ideas and information orally to an audience.</li> <li>(Writing) Present ideas and information in writing to an audience.</li> <li>Adapt taught phrases to create new sentences.</li> <li>To write a series of extended sentences.</li> <li>Understand the gist of an unfamiliar text using some familiar language.</li> </ul>

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<b>Grammar</b>	<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>Understand basic grammar appropriate to the language being studied; key features and patterns of the language;</li> </ul>		<b>National Curriculum.</b> Pupils should be taught to: <ul style="list-style-type: none"> <li>(Understand basic grammar appropriate to the language being studied; 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>	
	<ul style="list-style-type: none"> <li>Name a noun, adjective, verb, pronoun, conjunction in the language being studied.</li> <li>Use the 1st and 2nd person pronouns with a regular verb.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct form of the indefinite article in the singular, according to the gender of the noun, and in the plural.</li> <li>Demonstrate understanding of the position of the majority of adjectives.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the rules of the agreement of adjectives in the singular and plural with some accuracy.</li> <li>Produce positive and negative sentences with high frequency verbs and pronouns.</li> </ul>	<ul style="list-style-type: none"> <li>Use the correct form of the definite article in singular and plural sentences.</li> <li>Apply all the knowledge of grammar above to build complex sentences.</li> </ul>

<b>Intercultural Understanding</b> Each year group builds on the previous one – pupils to use all language accumulatively	<ul style="list-style-type: none"> <li>Understand and respect that there are people and places in the world around me that are different to where I live and play.</li> <li>Understand that some people speak a different language to my own.</li> </ul>	<ul style="list-style-type: none"> <li>Identify similarities and differences in my culture to that of another.</li> <li>Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.</li> </ul>	<ul style="list-style-type: none"> <li>Respect and understand cultural diversity.</li> <li>Understand how symbols, objects and pictures can represent a country.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about, discuss and present information about a particular country's culture.</li> <li>Begin to understand more complex issues which affect countries in the world today for example poverty,</li> </ul>			
<b>Technical Language</b> Each year group builds on the previous one – pupils to use all language accumulatively	All about me Games and Songs Celebrations Portraits The Four Friends Growing Things	All aboard Presenting Myself Tell me a story Our sporting lives The carnival of animals What's the weather like?	Healthy Eating I am the music man On the way to school The beach The return of Spring The planets	Our School The world Then and now Out and about Café In the news			
<b>Communication and Organisation</b> Each year group builds on the previous one – pupils to use all	Games Drawings Oral activities Group work Class Tablets Simple phrases in books	Games Oral activities Group work Class Tablets Simple, short sentences in books.	Games Oral Activities Group Work Class Tablets Simple, short sentences including questions and responses in books.	Games Oral activities Group work Class Tablets Extended sentences in books.			
<b>End of year Expectations</b>							

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<p>There are no NC expectations for MFL in Early Years. However, we recognise that children absorb language from an early age, whilst they are still developing language skills in their mother tongue. As a result, in EYFS, we aim to expose the children to French songs, stories and games – learning to love the language. They may also learn some greetings and simple phrases as part of focussed teaching or continuous provision.</p>	<p>There are no NC expectations for MFL in Key Stage 1. As a school we have decided that children will:</p> <ul style="list-style-type: none"> <li>• learn to say 'hello' and 'goodbye'</li> <li>• learn and join in with singing the 'Goodbye song'</li> <li>• learn to introduce themselves by their name</li> <li>• learn to respond appropriately when asked how they are feeling eg 'How are you?' 'I am feeling well'</li> <li>• learn to say the names of a range of colours</li> <li>• Locate France and England on a map and look at the French flag</li> <li>• Learn that the French flag is called the 'Tricolore' and the names of the colours on the flag</li> <li>• find out how Christmas is celebrated in France</li> <li>• learn to wish a 'Merry Christmas' in French</li> </ul>	<p><b><u>Listening</u></b> Listen to and enjoy short stories, nursery rhymes &amp; songs. Recognise familiar words and short phrases covered in the units taught.</p> <p><b><u>Speaking</u></b> Communicate with others using simple words and short phrases covered in the units.</p> <p><b><u>Reading</u></b> Read familiar words and short phrases accurately by applying knowledge from 'Phonics Lesson 1'. Understand the meaning in English of short words I read in the foreign language.</p> <p><b><u>Writing</u></b> Write familiar words &amp; short phrases using a model or vocabulary list. EG: 'I play the piano'. 'I like apples'.</p> <p><b><u>Grammar</u></b> Start to understand the concept of noun gender and the use of articles. Use the first person singular version of high frequency verbs. EG: 'I like...' 'I play...' 'I am called...'</p>	<p><b><u>Listening</u></b> Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p><b><u>Speaking</u></b> Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required.</p> <p><b><u>Reading</u></b> Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p><b><u>Writing</u></b> Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate. EG: My name, where I live and my age.</p> <p><b><u>Grammar</u></b> Better understand the concept of gender and which articles to use for meaning (EG: 'the', 'a' or 'some'). Introduce simple adjectival agreement (EG: adjectival agreement when describing nationality), the negative form and possessive adjectives. EG: 'In my pencil case I have...' or 'In my pencil case I do not have...'</p>	<p><b><u>Listening</u></b> Listen more attentively and for longer. Understand more of what we hear even when some of the language may be unfamiliar by using the decoding skills we have developed.</p> <p><b><u>Speaking</u></b> Communicate on a wider range of topics and themes. Remember and recall a range of vocabulary with increased knowledge, confidence and spontaneity.</p> <p><b><u>Reading</u></b> Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 &amp; 2'. Understand most of what we read in the foreign language when it is based on familiar language.</p> <p><b><u>Writing</u></b> Write a paragraph using familiar language incorporating connectives/conjunctions, a negative response and adjectival agreement where required. Learn to manipulate the language and be able to substitute words for suitable alternatives. EG: My name, my age, where I live, a pet I have, a pet I don't have and my pet's name.</p> <p><b><u>Grammar</u></b> Revision of gender and nouns and learn to use and recognise the terminology of articles (EG: definite, indefinite and partitive). Understand better the rules of adjectival agreement and possessive adjectives. Start to explore full verb conjugation (EG: 'I wear...',</p>	<p><b><u>Listening</u></b> Listen to longer text and more authentic foreign language material. Learn to pick out cognates and familiar words and learn to 'gist listen' even when hearing language that has not been taught or covered.</p> <p><b><u>Speaking</u></b> Learn to recall previously learnt language and recycle / incorporate it with new language with increased speed and spontaneity. Engage in short conversations on familiar topics, responding with opinions and justifications where appropriate.</p> <p><b><u>Reading</u></b> Be able to tackle unknown language with increased accuracy by applying knowledge learnt from 'Phonics Lessons 1 to 4' including awareness of accents, silent letters etc. Decode unknown language using bilingual dictionaries.</p> <p><b><u>Writing</u></b> Write a piece of text using language from a variety of units covered and learn to adapt any models provided to show solid understanding of any grammar covered. Also start to incorporate conjugated verbs and learn to be comfortable using connectives/conjunctions, adjectives and possessive adjectives. EG: A presentation or description of a typical school day</p>
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### Unit Planner (2022-23)

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### KS2 Unit Planner

	Year 3	Year 4	Year 5	Year 6
<b>Autumn Term</b>				
<b>Half Term 1</b>	Phonetics lesson 1 (C) & I'm Learning Fr/Sp/It (E)	Phonetics lesson 2 (C) & Presenting Myself (I)	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	Phonetics lesson 4 (C) & At School (P)
<b>Half Term 2</b>	Seasons (E)	Family (I)	What Is The Date? (I)	Regular Verbs (P)
<b>Spring Term</b>				
<b>Half Term 1</b>	Musical Instruments (E)	Goldilocks or Tudors (I)	The Weather (I)	The Weekend (P)
<b>Half Term 2</b>	Fruits or Vegetables (E)	Habitats (I)	Habitats or Romans (I)	World War II, Habitats or Planets (P)
<b>Summer Term</b>				
<b>Half Term 1</b>	Ice-Creams (E)	Classroom (I)	Olympics (I)	The Vikings (P)
<b>Half Term 2</b>	Little Red Riding Hood or Ancient Britain (E)	My Home (I)	Clothes (I)	Me In The World (P)

### Area of Study (2022-23)

	Autumn	Spring	Summer			
<b>Year 3</b>	<p><b>Numbers 1-10 (w1)</b> Letter strings – oi, eu Links between some sounds and spellings Watch mouth of speaker</p> <p><b>Bonjour Ca va (w2)</b> Listen and respond to rhymes Imitate pronunciation Participate in a short Exchange</p> <p><b>Instructions (w3)</b> Auditory discrimination between un/une Enjoy making French sounds and copy intonation patterns Listen to and follow simple commands</p>	<p><b>My name is... (w4)</b> Recognise a question form Perform a simple communicative task</p> <p><b>How old are you? (w5)</b> .Read and revise 0-10, and extend with numbers 11-15 • Participate in chorusing a finger rhyme 'Deux petits oiseaux' • Understand and respond to the question: How old are you?</p> <p><b>Christmas</b> Perform a role in a class nativity play</p> <p><b>Christmas</b> Join in singing a French carol Experiment with writing</p>	<p><b>Colours (w6)</b> Warm up for a PE lesson by performing the actions to French song • Understand and say the names of some colours in French • Practise the sound of the letter strings oi and eu by responding to the sounds as they occur in a poem</p> <p><b>Colours (w7)</b> Understand and be able to say 11 colours in French • Write a short sentence in French to accompany display work</p> <p><b>Introduction to foods</b> Understand and say the names of six fruits in French • Understand and respond to the question 'C'est bon pour la santé?'</p> <p><b>Continuation of Food</b></p>	<p><b>Shrove Tuesday</b></p> <p><b>Easter</b> Know about some Easter traditions Identify specific items of vocabulary in a longer text</p> <p><b>Investigate where</b></p>	<p><b>Food – is it good for you? (w8 +9)</b> Know numbers 0-12 and recognise letter strings oi and eu • Listen and respond to an authentic nursery rhyme • Listen and respond to an extended text</p> <p><b>Food – is it good for you? (w8 +9)</b></p> <p><b>Investigate French foods – e.g. cheeses</b></p>	<p><b>Days of the week (hungry caterpillar) (w10)</b> Participate in reading a story in French and give a physical response to phrases/words • Match sound to the written word and re-order sentences from the text • Copywrite individual words correctly • Know the days of the week in French</p> <p><b>Months of the year (w11)</b> Understand the twelve months of the year in French • Say the months of the year with accurate pronunciation • Recognise the months of the year in written form</p>



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			<p>Make up a rhythm and chant a list of food items in French/poem in French</p> <ul style="list-style-type: none"> <li>• Know numbers 0-12 and recognise letter strings oi and eu</li> <li>• Listen and respond to an authentic nursery rhyme</li> <li>• Listen and respond to an extended text</li> </ul> <p><b>French Breakfast with parents.</b></p>			
<b>Year 4</b>	<p><b>Revision of colours from Y3 and Parts of the body. (wk1)</b> Parts of the body: Une tête, un nez, des dents, des cheveux, des yeux, une bouche, des oreilles Adjectives: Grand, petit, gros, long, pointu <b>Activities</b> Listen to and follow a short story Understand and give the names of five parts of the body Understand the meaning of five adjectives, and recognise that adjectives can change spelling</p> <p><b>Parts of the body (wk 2)</b> Parts of the body: La jambe, le pied, le ventre, la main, le bras (l'épaule and le genou introduced for receptive use through song) Asking for French translation: Comment dit-on... en français? Revision of adjectives Understand that all nouns have a gender • Ask how to say something in French • Listen for a key sound as it occurs in a rhyme</p> <p><b>Revision of asking for French translation (wk 3)</b> Revision of asking for French translation Comment dit-on... en français?</p> <p>Appreciate similarities between English and French nursery rhymes • Recite a nursery rhyme • Follow a text as it is read aloud</p>	<p><b>Zoo animals (wk 4)</b> Zoo animals: Le tigre, l'éléphant, l'ours, la souris, le lion, la girafe, le singe, le crocodile, le pingouin Some letters of the alphabet Introduction of vowels</p> <p><b>Verb – être (to be): Il est (He is) Elle est (She is) (wk 5)</b> Say 6 vowel sounds in French Write simple words and phrases following a model Read words aloud with accurate pronunciation</p> <p><b>revision of parts of the body (wk 6 +7)</b></p> <p>Revision of parts of the body Phrases and vocabulary for work on snowman theme: Un bonhomme de neige, un chapeau, une écharpe, des gants, un manteau, il fait froid, il neige Phrases for playing a game: À toi, à moi, le dé</p> <p><b>Christmas theme (wk7)</b> Join in singing a French song • Write individual words or short sentences in French</p>	<p><b>Poetry and rhyming words (wk 8)</b> Recite a short poem from memory Identify rhyming words in short Texts. Letter string –in</p> <p><b>Members of the family (wk 9)</b> Present a short role play introducing family members Ask and answer questions</p> <p><b>Asking questions about family members (wk 10)</b> Ask and answer questions • Recognise rhyming words and understand that the final consonant is rarely pronounced • Use mental associations to help remember words</p> <p><b>Traditional French stories (wk 11)</b> Follow a French story and join in reading Recognise nouns and verbs in French Compare traditional stories</p> <p><b>Revision of pets vocabulary and plurals Reading and pronunciation</b> Understand simple rules for converting singular to plural • Present a rhyme • Know about pets that are popular in France</p> <p><b>French stories</b> • Follow a text as it is read aloud • Write simple sentences • Read some words with accurate pronunciation</p>	<p><b>Shrove Tuesday (w- extra)</b></p> <p><b>Easter (w –extra)</b> Know about some Easter tradition Identify specific items of vocabulary in a longer text</p> <p><b>Dictionary skills and playground songs</b> Recognise word classes: nouns, verbs, adjectives • Sort words into dictionary order • Become familiar with layout of dictionary • Play a traditional game and sing song</p> <p><b>Hobbies</b> Listen for sounds • Identify strategies for learning vocabulary • Write some words from memory</p> <p><b>Hobbies</b> Read and understand a paragraph with familiar vocabulary and structures Recognise positive and negative statements in English and French Memorise and present two sentences or more</p>	<p><b>Revision of numbers</b></p> <p><b>Interviews</b> Conduct a short interview in French, asking and answering questions Listen for a specific sound in a song</p> <p><b>Leisure activities</b> Conduct a survey in French • Know the names of some major airports and ports in France • Learn how to play a popular French game</p> <p><b>Opinions phrases</b></p>	<p><b>Weather</b> Understand different possibilities for travelling abroad</p> <p><b>Clothes</b> Pack an imaginary suitcase for a holiday, writing individual words</p>
<b>Year 5</b>	<p><b>The Super Market (L1)</b> Recite a short text with accurate pronunciation • Say what buildings can be found on the high street • Recognise similarities and differences in the high street, at home and in France</p> <p><b>The High Street (L2)</b> Identify the position of adjectives in a sentence • Understand the function of words in a sentence</p>	<p><b>A short story: Le petit Thomas (L5)</b> Understand a short story containing familiar vocabulary • Match text and pictures from the story • Write short phrases to accompany display work</p> <p><b>Christmas: L'arbre de Noël (L6)</b> Recite a short text with accurate pronunciation • Follow the transcript of a short story • Learn and join in singing a French carol</p>	<p><b>Keeping fit (L8)</b> Understand that eating well and taking exercise are necessary to be healthy • Express likes/dislikes of different sporting activities in French • Prepare a keep fit plan for the week ahead</p> <p><b>Keeping Healthy (L9)</b> Be able to find words in a dictionary and check spelling • Understand that taking exercise is an essential part of keeping healthy • Know how to say numbers 1 – 50 in French</p>	<p><b>Keeping healthy (L12)</b> Produce PPT presentation with sentences stating likes/dislikes • Extend basic sentence by introducing connectives: et, mais, aussi • Understand the importance of healthy eating and design a balanced meal, with food items labelled in French</p> <p><b>Keeping Healthy: Food and eating habits in France (L13)</b> Memorise and present a short rhyme • Identify similarities and differences in</p>	<p><b>Date/Weather (L16)</b> Be able to give the date in French • Be able to identify the date from an audio recording • Be able to understand and say nine weather conditions with accurate pronunciation • Be able to identify the type of material heard on audio recording</p> <p><b>Weather/Seasons (L17)</b> Make up a short rhyming poem using weather conditions • Join in presenting a mini weather report</p>	<p><b>Similarities/differences between the UK and France</b></p> <p><b>Dangers of Stereotyping (19)</b> Understand that there are 'stereotypical' images associated with countries • Be aware of how these images compare with reality • Consider key similarities and differences in daily life in the UK and France</p> <p><b>Similarities/differences in supermarkets in the UK and France (L20)</b> Identify similarities/differences in</p>

## Birley Spa Primary Academy – MFL Curriculum

	<ul style="list-style-type: none"> <li>Memorise and present two or three sentences describing the high street</li> </ul> <p><b>The High Street asking for places and directions (L3)</b> Understand key information from a short exchange</p> <ul style="list-style-type: none"> <li>Be able to ask for a place in French</li> <li>Be able to give basic directions in French</li> <li>Take part in a simple conversation</li> <li>Know how to add expression and authenticity to a short dialogue</li> </ul> <p><b>The high Street: What is it like? (L4)</b> Appreciate how activity on the high street changes at different times, and be able to express this in French</p> <ul style="list-style-type: none"> <li>Substitute adjectives and quantifiers into a sentence</li> <li>Collect and record evidence and express it in simple terms in French</li> </ul>	<p><b>Christmas: L'arbre de Noël (L7)</b> Learn and sing a French carol</p> <ul style="list-style-type: none"> <li>Make a traditional French Christmas sweet</li> <li>Join in performing a short story in French</li> </ul>	<ul style="list-style-type: none"> <li>Join in a playground game, reciting French with accurate pronunciation</li> </ul> <p><b>Keeping Healthy (L10)</b> Understand that exercise causes the pulse rate to increase</p> <ul style="list-style-type: none"> <li>Be able to understand comparative statements in French</li> <li>Contribute to a classroom display in French, illustrating the relationship between exercise and increased pulse rate</li> </ul> <p><b>Keeping Healthy – Food: likes/dislikes (L11)</b> Be able to say ten food items in French with accurate pronunciation</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of others expressing likes/dislikes</li> <li>Locate words in a bilingual dictionary</li> <li>Take part in a conversation expressing likes/dislikes of different foods, using stalling strategies as appropriate</li> </ul>	<p>eating habits and customs between the UK and France</p> <ul style="list-style-type: none"> <li>Share strategies for learning vocabulary with other children</li> </ul> <p><b>Food: a French breakfast (L14)</b> Know what is eaten at breakfast time in France</p> <ul style="list-style-type: none"> <li>Be able to say the name of six breakfast food/drink items in French</li> <li>Take part in a breakfast role-play situation, offering/asking for/accepting/refusing items in French</li> </ul> <p><b>Preparing a traditional dessert (L15)</b> Be able to follow a demonstration in French of the method for making a dessert</p> <ul style="list-style-type: none"> <li>Recreate the method using sentence cards</li> <li>Write a simple shopping list of the ingredients needed to make the dessert, using a reference</li> </ul>	<p>in French</p> <ul style="list-style-type: none"> <li>Write two/three sentences describing the weather in each season in the UK</li> </ul> <p><b>Weather/Saying where you live/Points of the compass</b> <b>Working with extended texts (L18)</b> Learn and join in singing a traditional French song</p> <ul style="list-style-type: none"> <li>Identify different word classes and specific vocabulary in an extended authentic text</li> <li>Be able to say where you live and reuse previously learned language to describe the climate</li> </ul>	<ul style="list-style-type: none"> <li>Review key vocabulary and structures learned during Y5</li> </ul> <p><b>Review of learning in Y5</b></p>
<p><b>Year 6</b></p>	<p><b>The Super Market (L1)</b> Recite a short text with accurate pronunciation</p> <ul style="list-style-type: none"> <li>Say what buildings can be found on the high street</li> <li>Recognise similarities and differences in the high street, at home and in France</li> </ul> <p><b>The High Street (L2)</b> Identify the position of adjectives in a sentence</p> <ul style="list-style-type: none"> <li>Understand the function of words in a sentence</li> <li>Memorise and present two or three sentences describing the high street</li> </ul> <p><b>The Highs Street asking for places and directions (L3)</b> Understand key information from a short exchange</p> <ul style="list-style-type: none"> <li>Be able to ask for a place in French</li> <li>Be able to give basic directions in French</li> <li>Take part in a simple conversation</li> <li>Know how to add expression and authenticity to a short dialogue</li> </ul> <p><b>The high Street: What is it like? (L4)</b> Appreciate how activity on the high street changes at different times, and be able to express this in French</p> <ul style="list-style-type: none"> <li>Substitute adjectives and quantifiers into a sentence</li> <li>Collect and record evidence and express it in simple terms in French</li> </ul>	<p><b>A short story: Le petit Thomas (L5)</b> Understand a short story containing familiar vocabulary</p> <ul style="list-style-type: none"> <li>Match text and pictures from the story</li> <li>Write short phrases to accompany display work</li> </ul> <p><b>Christmas: L'arbre de Noël (L6)</b> Recite a short text with accurate pronunciation</p> <ul style="list-style-type: none"> <li>Follow the transcript of a short story</li> <li>Learn and join in singing a French carol</li> </ul> <p><b>Christmas: L'arbre de Noël (L7)</b> Learn and sing a French carol</p> <ul style="list-style-type: none"> <li>Make a traditional French Christmas sweet</li> <li>Join in performing a short story in French</li> </ul>	<p><b>Keeping fit (L8)</b> Understand that eating well and taking exercise are necessary to be healthy</p> <ul style="list-style-type: none"> <li>Express likes/dislikes of different sporting activities in French</li> <li>Prepare a keep fit plan for the week ahead</li> </ul> <p><b>Keeping Healthy (L9)</b> Be able to find words in a dictionary and check spelling</p> <ul style="list-style-type: none"> <li>Understand that taking exercise is an essential part of keeping healthy</li> <li>Know how to say numbers 1 – 50 in French</li> <li>Join in a playground game, reciting French with accurate pronunciation</li> </ul> <p><b>Keeping Healthy (L10)</b> Understand that exercise causes the pulse rate to increase</p> <ul style="list-style-type: none"> <li>Be able to understand comparative statements in French</li> <li>Contribute to a classroom display in French, illustrating the relationship between exercise and increased pulse rate</li> </ul> <p><b>Keeping Healthy – Food: likes/dislikes (L11)</b> Be able to say ten food items in French with accurate pronunciation</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of others expressing likes/dislikes</li> <li>Locate words in a bilingual dictionary</li> <li>Take part in a conversation expressing likes/dislikes of different foods, using stalling strategies as appropriate</li> </ul>	<p><b>Keeping healthy (L12)</b> Produce PPT presentation with sentences stating likes/dislikes</p> <ul style="list-style-type: none"> <li>Extend basic sentence by introducing connectives: et, mais, aussi</li> <li>Understand the importance of healthy eating and design a balanced meal, with food items labelled in French</li> </ul> <p><b>Keeping Healthy: Food and eating habits in France (L13)</b> Memorise and present a short rhyme</p> <ul style="list-style-type: none"> <li>Identify similarities and differences in eating habits and customs between the UK and France</li> <li>Share strategies for learning vocabulary with other children</li> </ul> <p><b>Food: a French breakfast (L14)</b> Know what is eaten at breakfast time in France</p> <ul style="list-style-type: none"> <li>Be able to say the name of six breakfast food/drink items in French</li> <li>Take part in a breakfast role-play situation, offering/asking for/accepting/refusing items in French</li> </ul> <p><b>Preparing a traditional dessert (L15)</b> Be able to follow a demonstration in French of the method for making a dessert</p> <ul style="list-style-type: none"> <li>Recreate the method using sentence cards</li> <li>Write a simple shopping list of the ingredients needed to make the dessert, using a reference</li> </ul>	<p><b>Revision of numbers</b></p> <p><b>Interviews</b> Conduct a short interview in French, asking and answering questions</p> <ul style="list-style-type: none"> <li>Listen for a specific sound in a song</li> </ul> <p><b>Leisure activities</b> Conduct a survey in French</p> <ul style="list-style-type: none"> <li>Know the names of some major airports and ports in France</li> <li>Learn how to play a popular French game</li> </ul> <p><b>Opinions phrases</b></p>	<p><b>Similarities/differences between the UK and France</b> <b>Dangers of Stereotyping (19)</b> Understand that there are 'stereotypical' images associated with countries</p> <ul style="list-style-type: none"> <li>Be aware of how these images compare with reality</li> <li>Consider key similarities and differences in daily life in the UK and France</li> </ul> <p><b>Similarities/differences in supermarkets in the UK and France (L20)</b> Identify similarities/differences in supermarkets in the UK and France</p> <ul style="list-style-type: none"> <li>Review key vocabulary and structures learned during Y5</li> </ul> <p><b>Review of learning in Y5</b></p>



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					<p><b>Date/Weather (L16)</b>          Be able to give the date in French</p> <ul style="list-style-type: none"> <li>• Be able to identify the date from an audio recording</li> <li>• Be able to understand and say nine weather conditions with accurate pronunciation</li> <li>• Be able to identify the type of material heard on audio recording</li> </ul> <p><b>Weather/Seasons (L17)</b>          Make up a short rhyming poem using weather conditions</p> <ul style="list-style-type: none"> <li>• Join in presenting a mini weather report in French</li> <li>• Write two/three sentences describing the weather in each season in the UK</li> </ul> <p><b>Weather/Saying where you live/Points of the compass</b>  <b>Working with extended texts (L18)</b>          Learn and join in singing a traditional French song</p> <ul style="list-style-type: none"> <li>• Identify different word classes and specific vocabulary in an extended authentic text</li> <li>• Be able to say where you live and reuse previously learned language to describe the climate</li> </ul>	
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